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An Exemplary Program of Special Education for Handicapped Children and Demonstration Center of Special Education. Evaluation: Project Adjustment, Title III, E.S.E.A.

Marion Community Unit School District #2, Ill.

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Identifiers-Project Adjustment

Ten objectives determined to meet the needs of emotionally disturbed children and incorporated into Project Adjustment are described and evaluated. Case studies, reports, graphs, and records illustrate the success or failure of the following objectives: provision of special education for more students; individual diagnosis and placement; inservice program for local staffs; increased number of clinic staff; provision of professional staff on a countrywide basis; reduction of student drop-outs; development of a system of communications for the demonstration center; development of procedures for adequate screening; provision of a demonstration center for the southern area of the state; and provision of a special demonstration class of maladjusted children at Southern Illinois University. (RJ)

ED031850

OE/BESE
TITLE III

Evaluation

Project Adjustment

Title III, E.S.E.A.

Williamson County, Southern Illinois

113 S. Russell
Marion, Illinois

DPSC - 67-4154

An Exemplary Program of Special Education for Handicapped Children and Demonstration Center of Special Education

Proposed by and Awarded to

The Marion Community Unit School District #2
Orland Stanley, Superintendent (1967-1968)
A. C. Storme, Superintendent (1968-1969)

RECEIVED
Division of Plans and Supplementary
Centers - - Central File
5/5/69

March 15, 1969

Aileen W. Parker, Ed.D., Project Director

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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February 15, 1969

Dr. Aileen W. Parker, Director
Project Adjustment
113 South Russell
P. O. Box 39
Marion, Illinois 62959

Dear Dr. Parker:

We would like to thank you and your staff for the excellent cooperation that we received in evaluating certain phases of Project Adjustment with the exception of the follow-up data for Objective II for which you have already made steps to correct. We found that the records kept by your staff are outstanding. What we were most impressed about was the professional attitude of you and your staff toward this evaluation. You wanted to be evaluated and not praised. This we have attempted to do, and we hope that you and your staff will profit from this evaluation.

Cordially,

Donald L. Beggs /s/

Donald L. Beggs, Ph.D.
Evaluation Consultant

Keith A. McNeil /s/

Keith A. McNeil, Ph.D.
Evaluation Consultant

EVALUATION PROCEDURES

Project Adjustment determined ten objectives to meet the needs of the student population of Williamson County. The entire Project was then planned with a basic intent to realize these ten objectives through a program of action as described in detail in the Proposal. In February of 1968 an extensive evaluation to assess the success of this Project was prepared. Present evaluation procedures described in this report primarily pertain to the period from February 1, 1968 to January 31, 1969. Exceptions will be noted where continuous case study material incorporated background data. Also, previous data were sometimes utilized in making comparisons.

Each of the ten objectives of Project Adjustment will be described individually reflecting both positive and negative evidence of meeting the stated objectives. In some cases, evaluation procedures were initiated the day the Project went into operation and have continued since that date. In other cases, data were collected during the month of January, 1969.

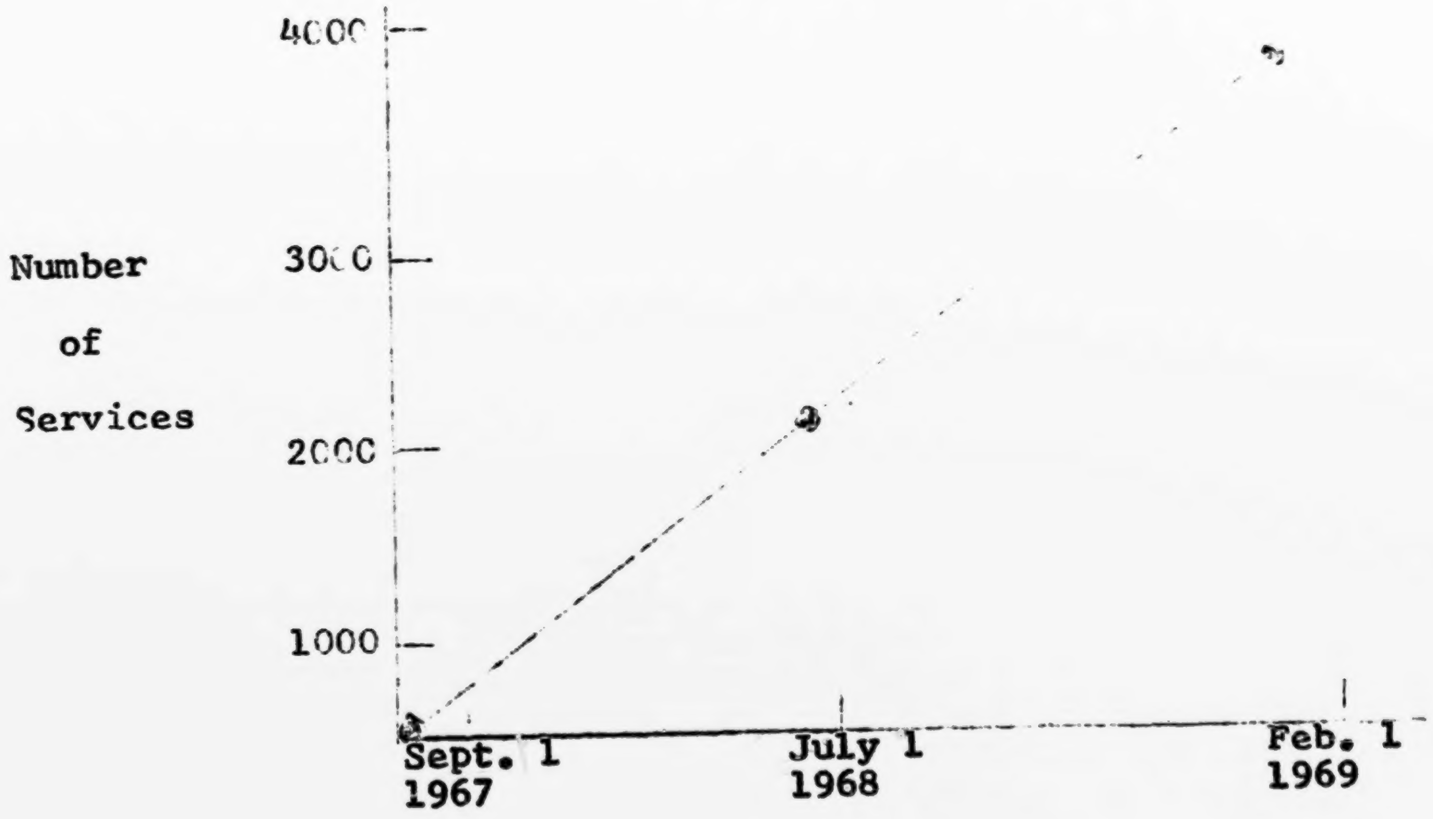
The evaluation has been made from two points of view. The Project has made an internal evaluation as seen by various staff members and the advisory staff. The Project has also employed two recognized statisticians to collect data from sources outside the Project staff and to form an objective evaluation; these two views have been combined. Dr. Keith McNeil and Dr. Donald Beggs of Southern Illinois University made the consultive evaluation. Superintendents in Williamson County have conducted several meetings in relation to continuation procedures as funding is withdrawn. Present plans are to phase in approximately $50,000.00 during the third Grant Period so that Project activities will not need to be phased out. These meetings in themselves speak of the intent of local school personnel to continue with this Project.

Each objective will now be evaluated.

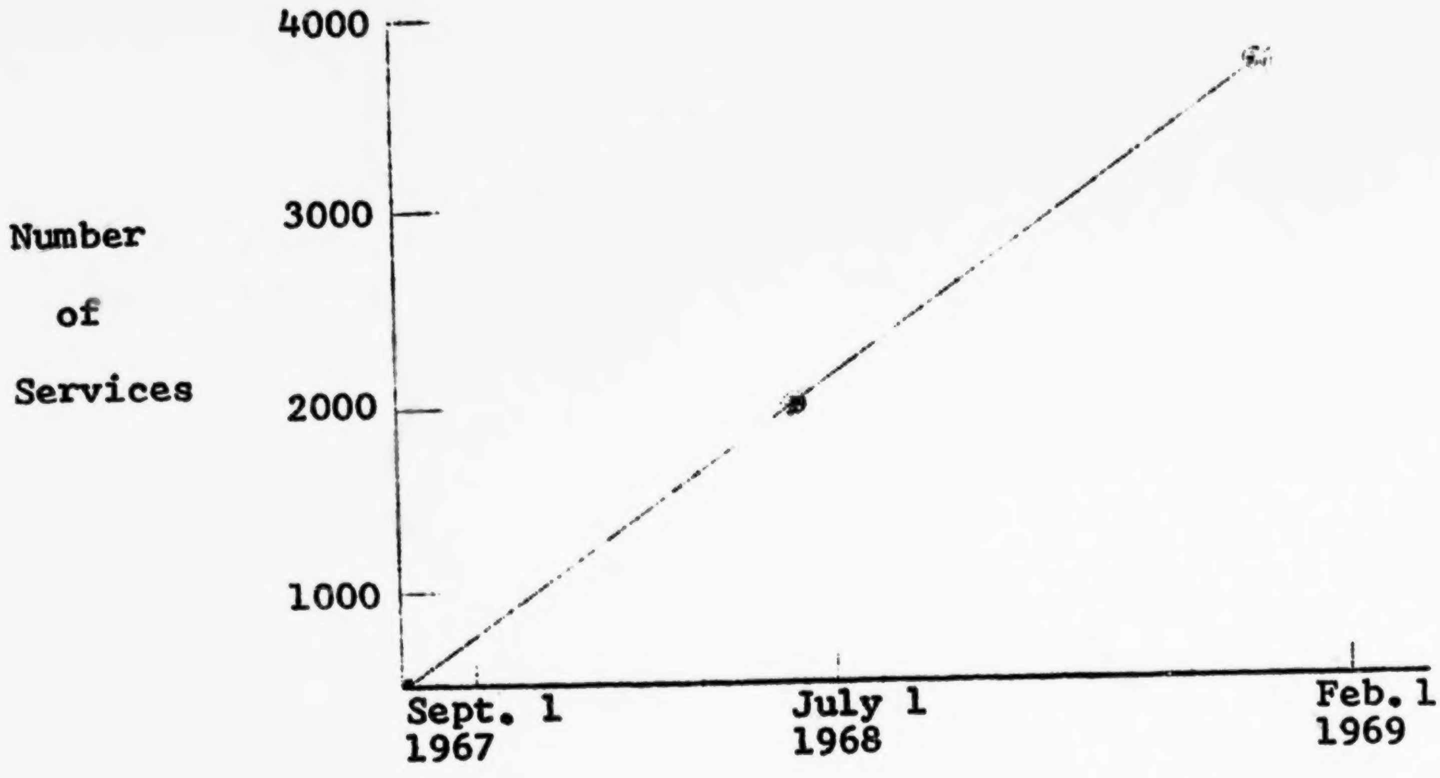
Objective #1. To provide special educational services for a greater number of students than is presently possible.

The six cumulative frequency graphs indicate that the services rendered by Project Adjustment are continuing at the same phenomenal pace as in the first year of operation. The total number of services rendered for each of the separate services is: Social Services - 3,589; Psychological Services 3,435; Speech and Hearing - 7,246; Health Services - 3,243; Dental Services - 40; and Psychiatric Services - 284.

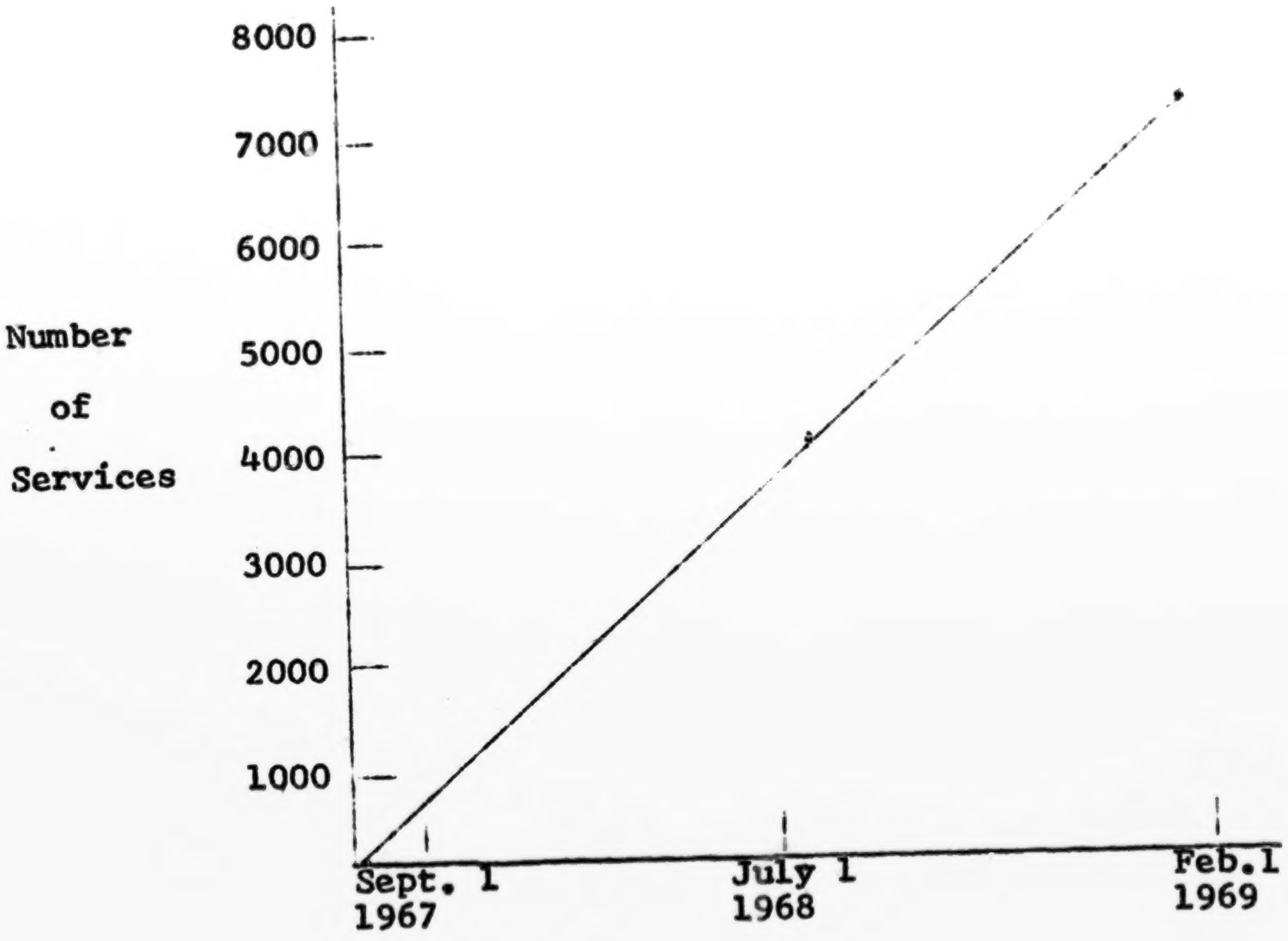
Social Services
Rendered by Project Adjustment
September 1, 1967, to February 1, 1969



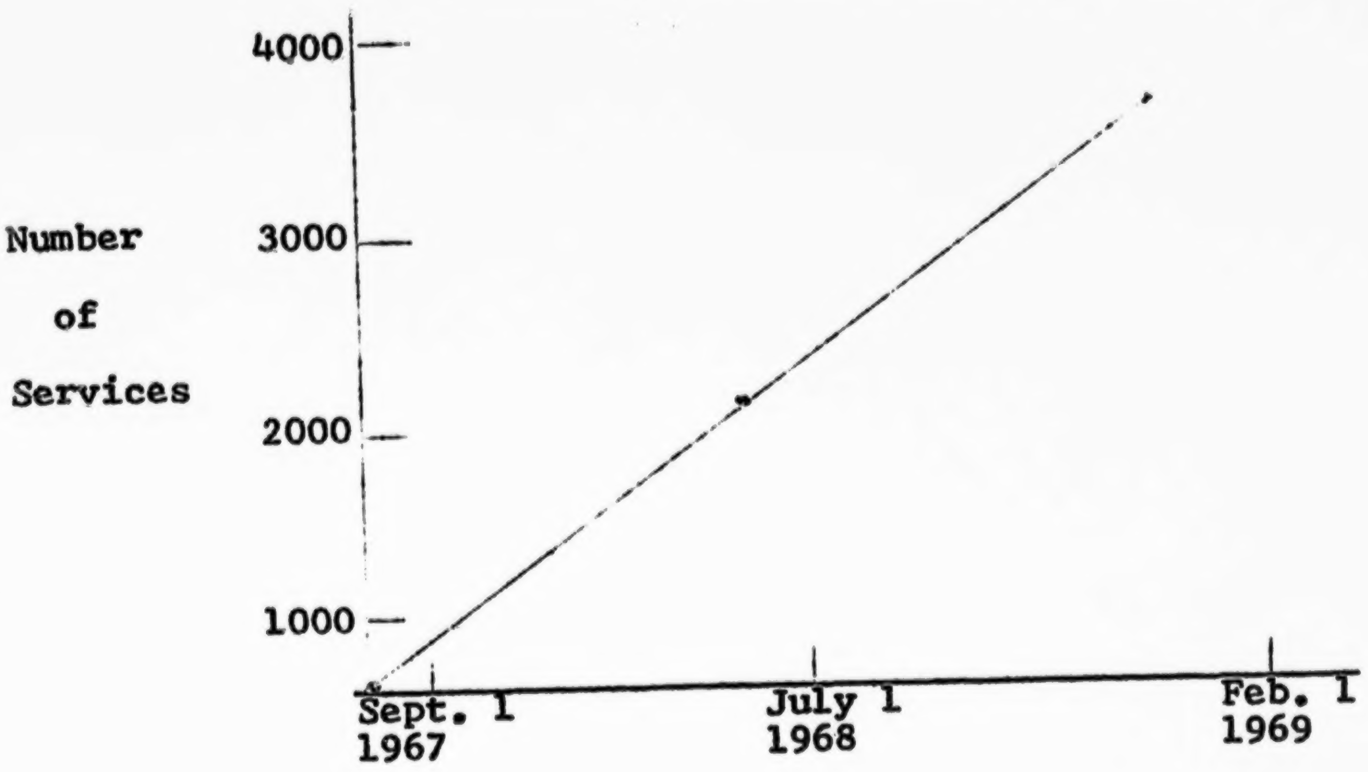
Psychological Services
Rendered by Project Adjustment
September 1, 1967, to February 1, 1969



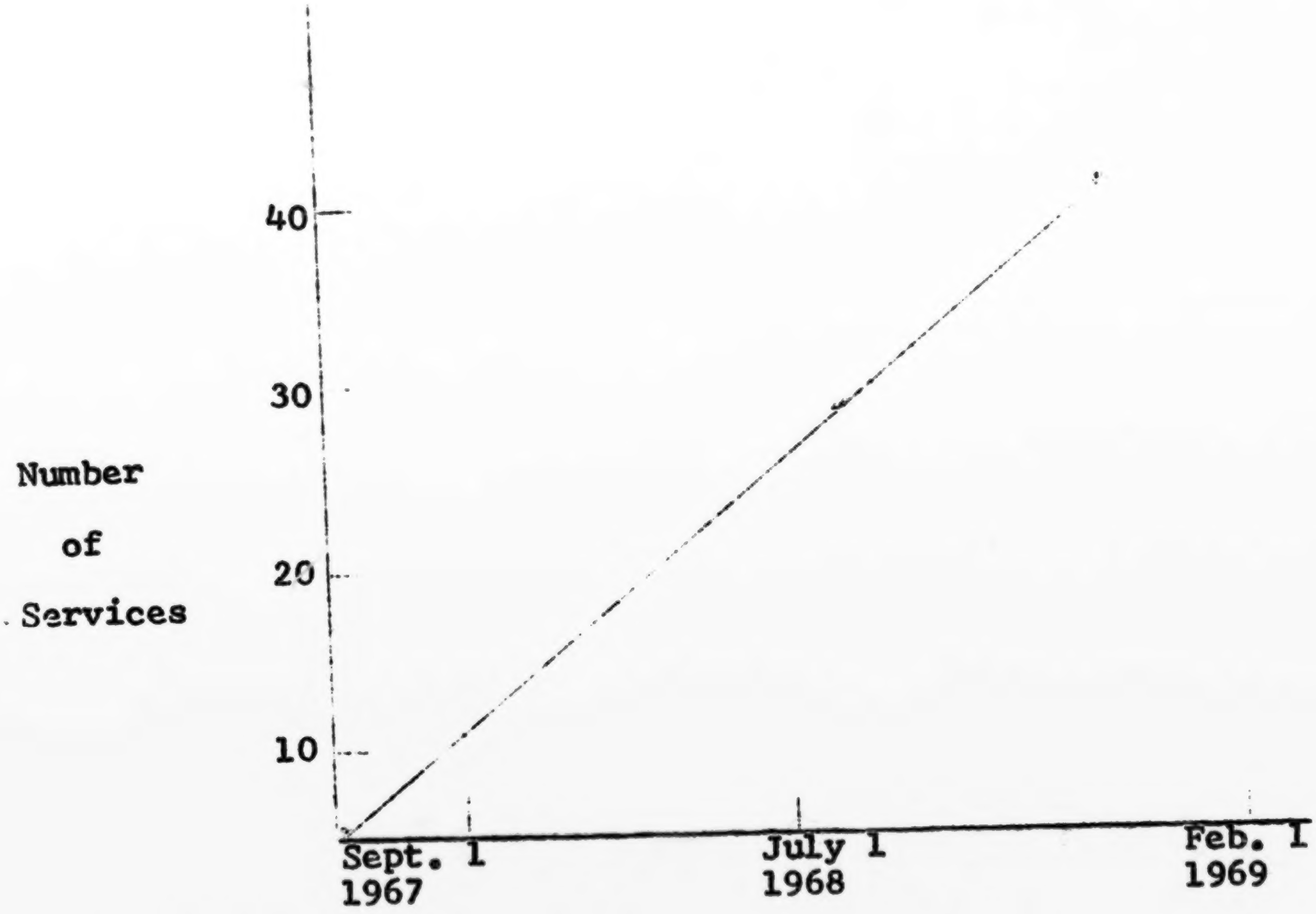
Speech and Hearing Services
Rendered by Project Adjustment
September 1, 1967. to February 1, 1969



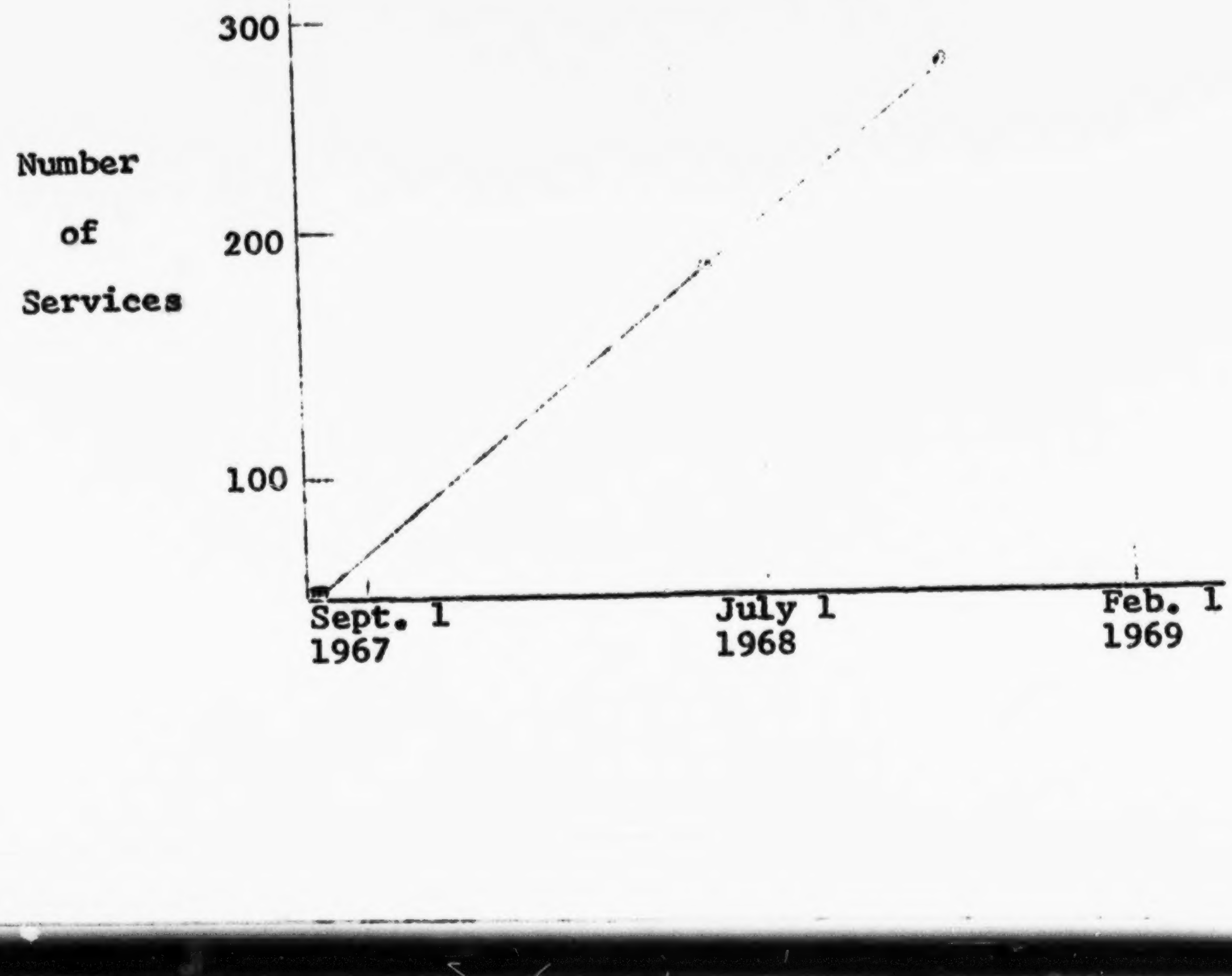
Health Services
Rendered by Project Adjustment
September 1, 1967, to February 1, 1969



Number of Dental Services Rendered by Project Adjustment September 1, 1967, to February 1, 1969



Number of Psychiatric Services Rendered by Project Adjustment September 1, 1967 to February 1, 1969



Objective #2. Provide accurate diagnosis of special education needs of handicapped children on an individual basis and thus provide placement in the proper class or setting.

Several procedures were used in organizing data to demonstrate placement in the proper class or setting. The case study presented shows the extensive diagnosis provided each child requiring the services of the Project Adjustment Psychoeducational Clinic. Each child referred for diagnosis and/or treatment received the service required for his particular needs. This case study is an example of how the Clinic functions once a referral is made.

The second group of test data was gathered by psychologists administering individual tests, for comparative purposes. This data has been included to indicate the youngsters' present academic level of achievement in their classroom placement. It was not anticipated that youngsters would make noticeable gains in achievement. However, it was anticipated that they would not regress.

Since data were presented in February, 1968, showing diagnostic activities for each child, it was felt that follow-up procedures should be included in this evaluation. In this manner we are moving beyond the stated objectives for the Clinic. In order to emphasize the follow-up, the case study and follow-up data are presented in reverse chronological order.

C
O
P
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SOCIAL SERVICE SUMMARY

NAME: DOE, John
FILE: IV-280
BIRTHDATE: 10-17-58
DATE: January 28, 1969

John Doe is a ten year old Negro boy who at the time of referral was enrolled in the class for emotionally disturbed children at Logan School in Marion. John and his younger uncle, James, lived in Marion at the time of referral with an elderly woman who had been the common-law wife of the boy's grandfather. This home environment was extremely poor, and provided no physical or emotional basis for the two boys to make a satisfactory adjustment to school demands.

At the time of referral, John presented a wide repertoire of dysfunctional behaviors. He was consistently filthy in his appearance. Both his clothing and his person were often literally encrusted with dirt, to the point that it presented a health hazard. His classroom adjustment varied within a wide range. His reaction to frustration consisted largely of sullen withdrawal and sulking. When he was disciplined for disruptive behavior in class, he frequently responded with violent anger and abuse directed at the teacher and the school authorities. John has a history of frequent stealing, and when caught in this he obdurately sticks to his own defense with long, involved lies and justifications. He seemed unable to relate well to his classmates for any length of time, and his teacher felt that the only way a relationship could be maintained with him was not to try to obstruct him in his efforts to gratify his own impulses. The psychiatrist who saw John described him as predelinquent with a poor prognosis.

John was referred to social service following repeated incidents of unmanageable behavior at school, coupled with continued lack of educational progress or motivation. The particular event which precipitated referral was John's involvement in sexually suggestive behavior, the initial decision was that if John were involved in any more such incidents, he was to be expelled from the special class and from the school. Social services were proposed at this point which would provide some clear guidelines to John for his behavior, as well as support for behavior which was felt to be adaptive. It was felt that this type of supportive session, in addition to providing concrete behavioral guidelines for this youngster, could serve as contingent reinforcers for good behavior in the classroom. This would take advantage of the strong positive regard John had for visits to the clinic. A schedule was set up during which John was to be seen twice a week at the clinic. At the outset, a very specific therapeutic contract was made with John. It was explained in blunt language the kinds of behavior he had emitted which were unacceptable to the school. The sexually suggestive activities (whose implications had not been clear to John) were operationally explained so that there was no possibility for misunderstanding what behavior was under discussion. It was then explained that so long as he refrained from this type of behavior, we would continue the clinic visits and he would be allowed to continue to go to school. Any violation of this contract was to result in expulsion. In the course of these supportive sessions, role playing was employed to help John conceptualize the effects that his behavior had on his classmates, teacher, and principal. Role playing techniques were the most effective method used in getting John to verbalize his feelings about various events and people, and to get insight into some of the factors motivating his dysfunctional classroom behavior. During this period there was some improvement in classroom behavior, and there were no repetitions of the behavior specifically provided for in the therapeutic contract.

During the time John was being seen on this supportive basis, there were two incidents of other misbehavior. The first of these took place in the classroom, when John refused to obey the teacher. In response to this he was not allowed to come to the clinic for his next schedule visit. Some time later, it became apparent that John had taken a paint set out of the playroom at the clinic and had taken it with him back to school. When confronted with this, John denied that he had stolen the set, and fabricated a number of different stories about how he had come by the set. These stories were finally disallowed by John, who became quite withdrawn. Since this type of behavior had not been clearly prohibited in our contract, the sanctions we had reserved for those violations could not be invoked. John was told to return the paint set immediately (the following day), and that as a consequence of his theft he would not be allowed to have the soda pop he had been getting each time he came. He was to be deprived of the reinforcing soda for two weeks, which equaled the approximate monitary value of the paint set.

Immediately following this event, contacts were made with the Children and Family Services Office in Carbondale, which for some time had been at work on moving John out of his present home and into the Southern Illinois Children's Home. The legal justification of this move was that there was no legal guardianship of either of the two boys in their current home. At the point where it became obvious that John would be moved out of his home this year, a women's service group became interested in the boys through one of the members who is employed by the clinic. Through the efforts of this group the boys received several items of new clothing, plus the promise of a new toy each when they left for the children's home. This involvement by outside parties was very meaningful to John, and the gifts served to sustain John's positive attitude toward the clinic despite the vicissitudes he had suffered.

Several complications arose in the final placement proceedings, and the date for moving John and James was set back several times. During the period of uncertainty, James understandably became terribly anxious about the move. It was apparent that misinformation about the children's home was being given to John, which increased his anxiety. During this period, the social service staff acted as liasion between the child welfare people and the two boys. When it became apparent that anxiety about the impending move was about to immobilize John, a regimen of desensitization was undertaken with him. Following an incident at school in which John attacked a classmate, he was suspended for three days. This attack was felt to be in large part a release of tensions which had been building for months about the move to the children's home. John was informed the next day that he was to be suspended from school for three days, and then was taken home by this worker. The action was explained to the guardian, and the official suspension letter delivered. From that point on, the desensitization procedures intensified. The goal of this therapy was to get John talking about his fears of the home, and then to demonstrate to him that the fears were unfounded. After a period of time, John had begun to verbalize his feelings about the move, and through shaping and information giving of a positive nature, the content of his verbalizations became steadily less negative and more inquisitive. When this point was reached, a visit was undertaken to the class where John would attend following his placement. Ideally, this type of "in vivo" desensitization would have included a visit to the home itself. Legal technicalities precluded this visit until the day before the placement was finalized. The visit to the class was fortuitous in that John was very well received by the class, and he left with a very much stronger positive regard for the upcoming move.

Shortly after the resumption of school following the Christmas vacation, the courts acted to finalize the placement. John and James were brought to the clinic, where the project worker introduced them to the welfare worker. At that time the gifts they had been promised by the ladies group were delivered to them. The pre-placement visit went very well, and on the following day the two boys were moved into the home.

Follow-up visits with John and with his teacher indicated that he is making very nearly an optimal adjustment considering the factors which have prejudiced this case from the beginning. Class visits revealed John to be clean, neatly dressed, and smiling. He was able to work alone if necessary, and to date had been cooperating well with his classmates. The teacher reported that John had misbehaved several times, but had responded to discipline without either the withdrawal or hostility which had characterized him earlier. The last contact with this teacher yielded some very hopeful information. She said that John had been confronted with some act of misbehavior he had committed, and that he had admitted to it and accepted the consequences which had been outlined to him. This tremendous contrast with his earlier obdurate lies indicates a rapidly growing trust in his environment, and the adults interacting with him. If this can be sustained, the prognosis will improve steadily. Until the present milieu becomes more familiar, prospects must still be considered guarded.

SUBMITTED BY:

Dale Kunkel /s/
Dale Kunkel
Social Worker Trainee

DK:sl

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Social Summary Report

Staffing

Name: DOE, John
File #: II-150

1-8-69 Staffing on John Doe attended by Dr. Parker, Mildred Hindman, Mary Aken, Shirley Neves, Pat Jenio, and Myrt Mardis.

John Doe, a 10 year old negro boy has been enrolled in the Project's Type "C" Class since October, 1967 when the class started. During this past year, John's home situation deteriorated further. Maternal Great Grandfather, Mr. Jones, died and John went to live with Mrs. Lowe, an aged, ill woman who had meager economic support. She was unable to meet John's special needs.

On 1-7-69, John and his Uncle, James Doe, were made wards of Williamson County, and both boys were to be placed at the Southern Illinois Children's Service Center at Hurst on 1-9-69. This placement will put him in Unit IV which is served by the "C" Class at Lincoln School, Herrin,

John is functioning at a 1st to 2nd grade level. His behavior this year improved under a specific contract with him regarding his temper and sexual advances to children. During the past few weeks when he was aware of the placement possibility, he was under extreme tension and had difficulty in class.

Transfer will be effective 1-13-69.

Submitted by:

Mary Aken /s/
Mary Aken, ACSW
Social Worker

ny:1-13-69

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A Summary of Longitudinal Studies Preceding Placement of Youngsters in Myrtia Mardis' Type "C" Classroom

Name: DOE, John
File: II-150
Date: 12-18-68

10-12-66

John was examined by Tom Kelly and found not eligible for placement in the EMH classroom because of emotionality.

2-27-67

John was seen by Floyd E. Cunningham, Psychiatric Social Worker, Williamson County Mental Health Clinic. The diagnosis was adjustment reaction of childhood with habit and conduct disturbances. There was noted mild brain damage, and they have supplied medication.

9-12-67

Staffing with: Dr. Charles Hendry, Psychiatrist, and Project Adjustment Staff, including
Mary Aken, Social Worker
Tom Kelly, Psychologist
Dr. Aileen Parker, Director
Ethel Jeralds, Nurse

At that time, it was concluded that prognosis was poor, and placement in Type "C" was rejected. Our rationale, at that point, was based on the poor home environment and poor therapeutic prognosis for supporting classroom work. The staff agreed that a predelinquent pattern seemed to be developing, but there was staff disagreement that the Project should not do something to help this child.

The child continued to give difficulties to the classroom. In his Reduced Class Size placement, he was described by his teacher as a trouble maker, a liar, and a fighter; and his general behavior was described as "sneaky". During the past year, he has started to do some stealing. At home there was some concern about his destructiveness, and his peer relationships.

At this point, it was decided that a new Type "C" Class should be organized rather than place this youngster in Pat Jenio's Type "C" Class. At this point, some of the staff felt we were taking a chance in making a placement; but we were in the situation where the child could be transported to and from school and thus be provided more supervision. It was at this point, we asked ADC to reevaluate the home in terms of its suitability. The only alternative appeared to be to expel the child from school.

10-2-67

Re-staffing by: Dr. Aileen Parker, Director
Tom Kelly, Psychologist
Ethel Jeralds, Nurse
Mary Aken, Social Worker
Anne Goff, Psychologist

John was found eligible for Type "C" Class placement. A complete staffing will take place as soon as the teacher is available.

10-6-67

Re-staffing by: Dr. Aileen Parker, Director
Mary Aken, Social Worker
Ruth Blanton, Social Worker
Tom Kelly, Psychologist
Ethel Jeralds, Nurse
Myrtia Mardis, Teacher

Mrs. Mardis expressed a willingness to take John Doe into the classroom. The philosophy she had for the class of working to develop a greater awareness of his environment, himself, and society appeared to be his only hope for a chance to develop his potential to the utmost. The staff was uncertain of his potential and questioned if his pattern of performance was not revealing pseudo-retardation.

10-10-67

Staffing for Placement:
Dr. Aileen Parker, Director
Dr. Robert Wallace, Director of Special Education
Ethel Jeralds, Nurse
Myrtia Mardis, Type "C" Teacher
Clara Kirk, Teacher
Don Sullins, Present Principal
Jim Parker, Receiving Principal

John Doe was found eligible for Type "C" placement, and plans were made to place him within the next week.

Summary:

After careful study of this child, a decision was made to place him in Type "C" even though we realized this was a demonstration class. The factors influencing this decision were as follows: This child had demonstrated at school, at home, and in the community his tremendous need for help which could not be met in the Reduced Class Size placement nor within the home due to the extreme age of his Great Grandfather who provided sole care.

During the Thanksgiving Holiday, the Grandfather passed away.

12-15-67

John was re-examined by Tom Kelly. He achieved the following test scores on the WISC: Verbal Scale I.Q. 85, Performance Scale I.Q. 86, and Full Scale I.Q. 84. He is presently being cared for by the girl friend of his grandfather while a new home placement is being considered

Staffing has been scheduled the week of December 18.

Aileen W. Parker
Director Project Adjustment

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Psychiatrist Report - 9-27-68

Name: DOE, John
File #: II-150

The kitchen is the most important room. Missed meals are frightening. He wants to grow up to be a policeman. He likes catching people (cops and robbers). With supervision, he might benefit from being a monitor or supervising other kids or objects.

Submitted by:

Martin Groder, M.D. /s/
Martin Groder, M.D.
Consulting Psychiatrist

ny

COPY

TO: MARY AKEN, SOCIAL SERVICES

FROM: MYRTIA MARDIS

RE: JOHN DOE

DATE: MAY 24, 1968

John Doe was enrolled in Project Adjustment, Type "C" Class, on October 18, 1967. His overt behavior at that time was affectionate towards his teacher. He had a tendency to cling when we were going from place to place. This behavior was one in which he would hold on to his teacher's hand, put his arm around her waist, or in other ways show that he needed to have a physical contact with the teacher. This behavior was also noted towards other members of the staff. When he would be playing on the playground and one of the men teachers was present, he would come up, put his hand in the teacher's hand and draw attention to himself in this manner. He always had a friendly greeting to anyone who came to visit the classroom, or to any of the staff members whom he saw in the hall. This friendly behavior was particularly directed toward Mrs. Pape, to whom he frequently made pictures and other gifts which he gave to her, hoping that she would keep them in her office. He would show distress if for some reason he would be in her office and they were no longer there. This, at times, made her uncomfortable, because soon her office would become crowded with pictures or other objects.

John was given to temper tantrums on occasion at this time. However, these tantrums came only at times when he was under extreme frustration. I learned to deal with these by restructuring the situation so that he would not have to do activities which were beyond his ability or where he would not be thrown into social situations in which he would be hurt.

His attitude toward work at this particular time was one in which he would attack the work industriously when he wanted to do so. He would help the teacher clean the room, arrange materials and supplies, mix paint, and in all ways attempt to be of assistance. However, when it came to academic work, he would rebel. His rebellion towards academic work could usually be modified by giving him extremely easy work to do, by not allowing him to do other activities until that particular work was finished, or by removing everything from his desk except that which he had to do.

His peer relations were not always good except with one boy. He was able to play on a give-and-take basis, was leader in most activities, and seemed to be able to organize the activity at hand. However, he was very rejecting towards one boy to the extent that he would exclude him whenever possible. He would frequently bring candy, gum, cake, or other things which he could give to the boys and to his teacher as a means of gaining attention or favor from them. His relationship with authority figures was at times submissive, at times rebellious, and at other times cooperative. This submissiveness to authority seemed to be on the same basis as what his gifts or treats were to the boys. His rebelliousness seemed to be based on his inability to handle himself under stressful or frustrating conditions. His cooperativeness seemed to be based on a characteristic of what this boy might be able to do provided that he were able to control his emotionality and be helped to grow toward independence.

His growth during the first part of the placement was one which was marked by an increase in tolerance to frustration and stress. He was able to play with more than one boy, to attack his work with greater enthusiasm, and a control of his aggressive tendencies. He remained friendly and outgoing, but his relationships with authority figures did not seem to have the clinging style that it did at first. His temper tantrums declined in frequency and intensity.

His attitude toward work at this time was one in which he attacked the work industriously when he wanted to do so and when he was capable of doing the work. He continued to take pride in helping the teacher in many activities around the room and took more pride in the work which was given to him at his level. However, he would not attack work which was beyond him. That is, he could not be stretched to do the work which might bring him to another level.

His relationship with his peers was still one in which he would play on a give-and-take basis, one in which he was a leader of most of the activities, one in which he would attempt to integrate a new member into the classroom. However, his attempt at integration of a new member into the classroom soon turned to one of extreme rejection. He no longer attempted to buy favors and seemed to be able to gain his objective by a growing inter-personal relationship. His relationship toward authority figures was no longer one of submissiveness, and he would no longer fight authority so much. He was becoming more cooperative in all of his activities. Just as his relationships with peers were being built upon an inter-personal relationship, so his relationship with authority was being built upon an inter-personal relationship.

Within the past six weeks, there has been a change within the relationship at school. There is no longer the clinging that was evident at the first of the year, but there is still an evidence of affectionate bond. His temper tantrums are increasing, and his rejection of authority is also increasing. His attitude towards the work has been one in which he has regressed to a previous level, perseverates on activities, and does much tracing within his art work, writing, and other activities.

His peer relationships have changed during this period of time. John still continues to manifest leadership qualities in play activities and in work activities, but there seems to be a growing conflict between him and other members of the group. On the surface, this seems to be caused by the growth of another member of the class and the buying of attention of the other boys. He is still capable of playing on a give-and-take basis, but he is now demanding more and more of his share of the toys, materials or supplies, or of the attention of both the teacher and the other boys in the classroom. He is not submissive towards authority, and his cooperativeness is declining. There is more open rebellion now than at any other time.

When I think of John, and try to outline some of the characteristics that he has, the one thing that stands out with this boy is his generous nature. Here is a little boy who so wants to give of himself and the things he has that he almost bursts with enthusiasm. The following incident serves to illustrate this point.

John had watched a boy on the playground make many designs with a drawing pencil, and he was enchanted with this process. He spent the entire noon hour watching the little boy draw the designs, and the little boy gave them to John to keep. When John came into the classroom, he wanted so much to share them with Mrs. Pape, and he took them into her room and talked with her about them. She asked him which ones he liked best and he told her, but then he stated he wanted to give her one if she would take it. She accepted and said, "Which one do you want me to take, John?" John thought for a long time and then said, "This one, Mrs. Pape." He had selected the one that he had liked the best. His desire to share, his desire to help, his desire to be cooperative, are outstanding for a little boy of 9. However, he is not able to really share or to really help. If in some way this could be fostered and this little boy could be helped to grow in these characteristics, and if he could be helped to have the joy of sharing rather than a deprivation because of his sharing, I believe that he could grow into a fine young man.

However, when I consider the deprivation that this child has had and the deprivation that he continues to experience within his present environment, I wonder if this generosity, this friendliness, this concern that I see manifested on occasion and which seems to be declining at this point, will be blocked out completely from his life.

John has a very good development of his language skills and a good development of social awareness. He is very capable of understanding the limits and reasons that the limits are set, provided that you can reach him at a time when his emotionality is held in check, and that he is not ready to go into a temper tantrum.

John then is a little boy who is affectionate, and can be industrious when he wants to be, generous, friendly, and cooperative. He does not have the educational skills now; whether he will ever develop a very high degree of educational skills is not known, but I believe that given the proper environment that this boy can develop into a man that will be a credit to himself and to his society.

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PSYCHOLOGICAL REPORT

Name: DOE, John Eligible: Type "C" #II-150

Birthdate: 10-17-58 Grade Type "C" Age: 9-1

School: Logan Marion Unit II Date of Exam: 12-15-67 Re:Exam Due:: As requested

REASON FOR REFERRAL:

To assess current functional intellectual level and to continue study of this youngster. The interested reader is referred to a psychological report dated 10-12-66 and to a "summary of longitudinal study preceding placement of youngsters in Type "C" classroom", copies of both may be found in the accumulative file, Project Adjustment, #II-150.

PREVIOUS PSYCHOLOGICAL EXAMINATION: 10-12-66

Harris Goodenough Drawing Test
Bender Gestalt Test for Young Children
Wechsler Intelligence Scale for Children

Verbal IQ	77
Performance IQ	83
Full Scale IQ	78

Wide Range Achievement Test

Reading	1.4
Spelling	1.3
Arithmetic	K.6

PRESENT PSYCHOLOGICAL EXAMINATIONS:

Harris Goodenough Drawing Test

Peabody Picture Vocabulary Test, Form B
IQ 102

Wechsler Intelligence Scale for Children
VIQ 85 PIQ 86 FSIQ 84

Wide Range Achievement Test

Reading Grade	1.9	Standard Score	79	
Spelling Grade	2.2	" "	82	
Arithmetic Grade	1.6	" "	76	Mean Standard Score 80

TEST INTERPRETATIONS AND COMMENTS:

John entered the examining session completely at ease and in good social contact. Rapport was established and easily maintained probably because John has known the examiner for over one year. John's vision, hearing and manual control appeared to be adequate for the tasks presented although upon close examination it was noted that one ear was draining. Performance rate would be described as average and John cooperated readily. His interest would be described as enthusiastic and his attention span excellent. His self-confidence was moderate although his effort was excellent. His amount of speech was taciturn although he did offer a few spontaneous comments. No speech defect was noted and he was intelligible. John's mood and affect appeared appropriate during this examination although he did appear to be physically ill. Aside from the above-mentioned ear draining, his jaw was swollen and his throat was red and inflamed. Consequently, he was taken to the Project dentist and a drain was effected. A few days later, the dentist extracted two deciduous teeth in the lower left quadrant.

When the results of the various psychological instruments of this administration are compared to the previous psychological examination dated October 12, 1966, it becomes obvious that John has improved significantly in his test performance. Although John's drawing of a man remains immature, no longer is the overwork of line and erasure noted and although cultural deprivation and lack of early learning and stimulation may be inferred, no longer does his drawing afford a projective analysis of emotionality. The Peabody Picture Vocabulary test, a nonverbal test of vocabulary recognition, provides a mental age of 9-4, a corresponding estimate IQ of 102. The WISC provides a verbal IQ of 85, performance 86 and Full Scale 84. The results of this WISC administration records an increase on all IQ scores, and it is the first time that John has tested out of the E.M.H. range. A sign analysis of the various subtests provides that Information, Arithmetic and Picture Arrangement are a minus. Information refers to experience and education and samples the background of information from home and school. Arithmetic is of course an academic task and Picture Arrangement involves social planning and purports to measure the interpretation of social situations. It is not at all surprising that John would score low on these subtests due to his deprived cultural background, his current inability to profit from academic involvement and his emotionality which manifests itself in his school and peer group relationships. John scored relatively well on such subtests as Comprehension, Similarities, Vocabulary, Picture Completion and Object Assembly. In general, these tests are indicative of a youngster's intellectual potential and it would appear that the average IQ results obtained upon the Peabody are in line with this youngster's eventual functional level. Results of the Wechsler test suggest that emotionality and a deprived cultural background are depressing some sub-test scores and preventing John from scoring higher. It must also be mentioned that this Wechsler Test did not include in its standardization sample Negro-Ghetto children

TEST INTERPRETATIONS AND COMMENTS: (cont'd)

and this may also effect the measure. The Wide Range Achievement Test, provides a reading grade placement of 1.9, spelling 2.2, arithmetic, 1.6. While the standard score indicates that John is achieving at the Dull Normal level, when compared to the Wide Range Achievement test administered October, 1966, it is seen that John has grown approximately one-half year in reading, 1 year in spelling and 1 year in arithmetic. This academic growth is quite an accomplishment considering the emotionality involved. This examiner feels that John will continue to improve in his test scores as his emotionality goes into remission. John's recovery is in some part dependent on the social agency involved securing appropriate placement in a foster home that could provide John with stimulation, acceptance, stability and a type of love that would help insure development of a healthy self-image and concept. John continues to need an appropriate male identity figure, and it is hoped such can be provided by a foster placement.

STAFFING:

Dr. Aileen W. Parker, Director, Project Adjustment
Thompson J. Kelly, Sr., Psychologist

Respectfully submitted:

Thompson J. Kelly /s/
Thompson J. Kelly, Sr.,
Psycholgist #888

Confidential COPY Confidential

PSYCHOLOGICAL REPORT

Name: DOE, John Eligible: Maladjusted Type "C" #II-150

Birthdate: 10-17-58 Grade: Type "C" Age: 9-10

School: Logan School
Marion, Illinois Date of Exam: 9-13-68

REASON FOR REFERRAL:

To assess current functional intellectual level as a part of case study for continued eligibility in the Type "C" Class.

SCHOOL, BIRTH, -- DEVELOPMENTAL AND FAMILY HISTORY:

(See previous psychological dated 12-15-67 and Summary of Longitudinal Study--File No. II-150)

REPORT OF PROGRESS SINCE 12-15-67:

At the time of the last psychological, John's great-grandfather, with whom he had been residing, had recently deceased. He was being cared for by the girlfriend of his deceased great-grandfather while a new home placement was to be considered by ADC. Prognosis was so poor that placement in the Type "C" classroom had been rejected by Dr. Charles Hendry, Psychiatrist, on 9-12-67 and expulsion from school appeared necessary. However, with the development of the new Type "C" Class, the teacher expressed a willingness to take John into the classroom and placement was made.

A conference on Friday, September 20, 1968, with his teacher revealed John's pattern of behavior in the classroom as not improved. She described this behavior as "sneaky" and "manipulative" and many times disruptive of total classroom procedures.

She further described his behavior as changing drastically from day to day. Some days he is agreeable and pleasant to be around, while the following day he is disagreeable to both teacher and classmates. On these days the teacher finds it necessary to relinquish teaching duties to maintain control over the classroom. She could not explain this shift in behavior due to a change in classroom conditions but attributed John's disruptive behavior to frustrations created within the poor home conditions in which he is existing.

In our discussion it was learned the new home placement has not been made. John still resides with the deceased great-grandfather's girl friend whose age is approximately 80 years. The Clinic Social Worker reported, in the October 4th staffing, a new home placement is expected within the next three weeks.

PREVIOUS PSYCHOLOGICAL INFORMATION:

10-12-66
1. Harris Goodenough Drawing Test
2. Bender Gestalt Test for Young Children
3. Wechsler Intelligence Scale for Children
    - Verbal IQ 77
    - Performance IQ 83
    - Full Scale IQ 78
4. Wide Range Achievement Test
    - Reading Grade Placement 1.4
    - Spelling Grade Placement 1.3
    - Arithmetic Grade Placement k.6

12-15-67
1. Harris Goodenough Drawing Test
2. Peabody Picture Vocabulary Test, Form B
    - IQ 102
3. Wechsler Intelligence Scale for Children
    - Verbal IQ 85
    - Performance IQ 86
    - Full Scale IQ 84
4. Wide Range Achievement Test

Reading Grade Placement	1.9	Standard Score	79
Spelling Grade Placement	2.2	Standard Score	82
Arithmetic " "	1.6	Standard Score	78
Mean Standard Score	80		

PRESENT PSYCHOLOGICAL EVALUATION:

9-13-68
1. Interview
2. Bender Gestalt Visual-Motor Test
3. Peabody Picture Vocabulary Test, Form B
    - Intelligence Quotient 95
4. Wechsler Intelligence Scale for Children
    - Verbal Scale IQ 84
    - Performance Scale IQ 101
    - Full Scale IQ 91
5. Wide Range Achievement Test

Reading Grade	1.8	S.S.	78	Percentile	7
Spelling Grade	2.2	S.S.	78	Percentile	7
Arithmetic Grade	1.0	S.S.	68	Percentile	2

OBSERVATIONS:

John entered the examining room completely at ease and in good social contact. Rapport was established and easily maintained probably because John is familiar with both Clinic personnel and setting. John

OBSERVATIONS: (cont'd)

was well-behaved and cooperative during the entire examination. Since this is the third psychological given this child within the last two years, John was familiar with testing procedures and at one point commented that activities would be changed due to completion of the last object to assemble.

John was very much aware of success and failure and responded accordingly. As the items became more difficult in the verbal section of the test, John withdrew by slumping further and further down into his chair, placing his head down on his left arm and speaking with his mouth on his arm. On several occasions it was necessary for the examiner to ask John to sit up in his chair and look at the examiner when responding so that his verbalizations could be understood.

However, John was more successful with the performance items of the test. The difference in behavior of the child in the two main sections of the Wechsler Intelligence Scale for Children amazed the examiner. In the performance section he displayed interest to the point of enthusiasm and, when given well-deserved praise, he smiled from ear to ear.

Although his speech was slow and drawn-out, no defects were noted. In responding, his verbalizations were held to a minimum, and few were offered spontaneously.

On this and several other occasions the examiner has noted the shabby condition of John's clothing. Generally his clothing is dirty, as well as the boy himself, and many times torn and badly worn. The examiner has seen him on only a few occasions when he did not have a nasal drainage.

INTERPRETATION:

John Doe achieved an overall general mental-functioning level which places him at the lower end of the average range of intelligence according to the Wechsler classification system. Although Negro-Ghetto children were not included in the standardization sample, the examiner considers the results of this examination to be a fairly reliable estimate of John's potential at this time due to excellent rapport and testing conditions with possibly a positive benefit of practice on one subtest.

In comparing the results of the three psychologicals given since 10-12-66, it becomes obvious that John's overall performance has improved on each test, but when compared, Object Assembly, the score most influenced by practice, has caused much of this difference. His achieved score of 17 on this subtest is over two standard deviations above his mean in the performance section. Excluding this subtest from the total test result, there is only a one point discrepancy between

INTERPRETATION: (cont'd)

this measure and the one obtained 12-15-67.

The three lowest scores were obtained in Arithmetic, Digit Span and Coding, commonly termed the Anxiety Triad. Due to John's poor skills in arithmetic, the result of the Triad probably reflects poor numerical ability as well as anxiety. Considering the low score in Information along with the other three low scores, it appears that John is deficient in the capacity to recall or reproduce immediately as well as over the long term. This memory deficiency is detrimental in the classroom situation and may be evidenced by his poor ability to retain school knowledge. Analysis reveals low scores in those areas Wechsler indicates particularly influenced by environment and education--Information, Arithmetic and Vocabulary.

Examination of this subject's factor scores shows those of Perceptual Organization and Effects of Uncertainty to be significantly high compared to his total test results, indicating strength in the ability to interpret and organize visually perceived materials and that he is not hampered from attempting solutions to problems by doubts about the correctness of such solutions. The latter was evident in his test-taking behavior, an example of which occurred as he read from the list of words on the Wide Range Achievement Test. His verbalizations nowhere resembled the printed word yet he continued to ramble on and on until the examiner stopped him.

The Peabody Picture Vocabulary Test, a non-verbal test of vocabulary recognition, provides an estimate IQ of 95. However, test behavior indicated that guessing probably increased this score above a true level.

The Wide Range Achievement Test, provides a reading grade placement of 1.8, spelling 2.2, arithmetic 1.6. When compared to the previous results obtained 12-15-67, it becomes apparent that grade placement in none of the areas has increased with reading slightly below the previous grade placement.

John is not achieving in line with his measured mental ability. It seems reasonable to postulate emotionality created by the deplorable conditions under which John lives at least partially responsible for his inability to make any academic progress within the past year.

The drawing of a man, although improved over the previous drawing, continues to remain immature with only 12 points obtained when scored according to the Goodenough scoring manual. A drawing such as was produced might be expected from a six year old child.

On the Bender, using Koppitz Developmental Scoring, ten errors were revealed. Six were significant brain damage indicators and two were highly significant at the 9-6 to 9-11 age level. Compared to other children

INTERPRETATIONS: (cont'd)

of his chronological age, the child's test performance on the Bender falls three standard deviations below the mean test score for this age group. That is, a drawing containing ten errors would be expected from only three in 1,000. John's maturation in visual-motor perception as reflected on his Bender score is on the level of a 5½ to 6 year old and is similar to that of a beginning first grade student. Generally, the shape of the Designs was distorted but rotation and integration errors were also apparent. Instability; acting-out behavior; impulsiveness and agressiveness; and timidity, shyness and withdrawal tendencies were suggested by his drawings. Contained in the Summary is a statement that John has been seen by Floyd E. Cunningham, Psychiatric Social Worker, Williamson County Mental Health Clinic, at which time mild brain damage was noted, and medication supplied.

In a recent staffing, after a conference with John, the Clinic Psychiatrist commented that John's overall behavior followed a pre-delinquent pattern. John's test scores reveal his Performance IQ to be 17 points above his Verbal IQ. Wechsler considers a discrepancy of 15 points to be significant. Research has suggested that generally the verbal scores of Negroes are higher than the performance scores with the exception of Negro delinquent children in which the reverse is true.

SUMMARY AND RECOMMENDATIONS:

John Doe, a 9 year-10 month Negro boy, achieved an overall mental functioning level which places him at the low end of the average range. His behavior continues to be indicative of a child with severe emotionality which may be expected from a child living in such a poor home environment. However, continued effort by the teacher is urged to instill in this youngster the difference between socially acceptable and unacceptable behavior. A social worker has been assigned to the case and at the present time is seeing John bi-weekly in further effort to curtail some of John's antisocial behavior.

Measures of achievement indicate that John has shown no progress within the past year. However, he has not regressed and this holding is in itself to be considered progress considering the emotionality involved and possible unknown factors in John's home environment. He is now functioning approximately three grade placements below his chronological age and two grade placements below his mental age and as long as John's problems persist, little academic progress should be anticipated.

Hope for John seems to lie in a social agency securing appropriate placement in a foster home. This has been promised within the following three weeks. On the basis of the staff conference October 4, 1968, continued placement in the Type "C" classroom is recommended.

STAFFING: 10-4-68

Director of Special Education
Psychiatrist
2 Social Workers
2 Social Work Interns
Nurse
Type "C" Teacher
2 Psychologists
Intern Psychologist

Submitted by:

Shirley Neves /s/
Shirley Neves
Psychologist Intern

Approved by Vareta M. Doty /s/
Vareta M. Doty
Supervising Psychologist
Permit #850

SN:sal
10-22-68

PROJECT ADJUSTMENT
PSYCHOEDUCATIONAL CLINIC

SPEECH REPORT

Name: DOE, John
File: II-150
School: Logan
Teacher: Myrtia Mardis
Date Seen: 1-31-68

An evaluation of the above student's speech indicates that his speech pattern does not warrant speech therapy at this time. While this student is making a few errors, overall his sounds are within normal limits for his age group.

Very truly yours,

Grace Jeanne Gile
Speech Pathologist

GJG:nsy

CC: Teacher

PROJECT ADJUSTMENT
PSYCHOEDUCATIONAL CLINIC

DIAGNOSTIC SERVICE STAFF NOTES

NAME: DOE, John FILE# II-150 DATE: 10-6-67

ELIGIBILITY: Type C (9-12-67) RECORDER Sandy Long

EXAMINERS (9-12,) Tom Kelly, Ethel Jeralds, Mary Aken,Dr. Hendry,Dr.Parke

STAFF MEMBERS PRESENT 10-6 Dr. Aileen Parker, Mary Aken, Ruth Blanton, Tom Kelly, Ethel Jeralds, Myrtia Mardis

REPORTS TO: (1) Myrtia Mardis BY "Project Adjustment"

(2) Dr. Robt. Wallace BY "Project Adjustment"

REPORTS FROM: (1) Tom Kelly Psychological

(2) Floyd Cunningham Mental Health

Mary Aken Social Service

Pre-Staffing "Project Adjustment"

DISPOSITION:

1. CLASSROOM PLACEMENT: EMH ____ TMH ____ A ____ B ____ C X RCS ____

Regular ____ Other ____

2. ADDITIONAL EXAMS: ____

Appt. Date: ____ Appt. Sent ____

3. RE-STAFF (COMMENT): ____

4. PRIMARY DIFFICULTY: Low achievement--personality deviation--pre-delinquency

5. CONFERENCE WITH PSYCHIATRIST: Prognosis guarded

Appt. Date: 9-12-67 Appt. Sent None

6. FOLLOW-UP WITH Family In Spring By Social Service

Appt. Date: ____ Appt. Sent ____

7. OPEN FOR SERVICE WITH ____ By ____

8. REFERRAL TO ANOTHER AGENCY ____ By ____

9. TREATMENT COMMITTEE: MOTHER FATHER PATIENT TEACHER

10. CLOSE (Comment): Re-exam, September, 1968

DOE, John Age 7-11

John Doe, a negro boy, lives with his aged grandfather and a half sib. John is currently in RCS grade 3 but is working at the early first grade level. Previous examinations from the Mental Health Clinic indicate that there may be mild neurological complications.

There are reports of some stealing, lying, and fighting with peers. Grandfather expresses concern about the fire setting and destructiveness in the home when he is not supervised, but his suspicions have not been verified as serious behavioral deviations.

Psychological testing indicates that John has border-line functioning ability but the test is not considered as accurate in depicting his real potential.

Placement in special class, Type C, is considered as John's last chance since it does not appear that the home situation can be strengthened.

COPY

PRE-STAFFING 10-2-67 Room 100-B Time 8:30 A.M.

DOE, John

Age: 7-11

File # II-150

REASON FOR REFERRAL:

Re-staffing. At original staffing Dr. Hendry recommended referral to outside agency as first step, then restaff for Doe.

John has not shown any progress; he is considered early first grade level. He has already been staffed with a full staffing including Dr. Hendry.

John is eligible for Type "C" and will be placed as soon as Administrative decision pertaining to a Marion or Herrin placement can be made.

Pre-Staff Participants:

Dr. Aileen Parker, Director of "Project Adjustment"
Tom Kelly, Psychologist
Ethel Jeralds, School Nurse
Mary Aken, Social Worker
Anne Goff, Psychologist

In discussing an extension of Objective #2 with the Project Director, the question of follow-up arose. It became obvious that the only follow-up data currently available was quite subjective in nature. The Director then began a search to determine if objective information had been collected that could assist in extending the evaluation of this objective. As indicated in the following communication, Dr. Parker realized that appropriate follow-up data was not available.

Since this communication, the Project staff has been working on a systematic collection of objective follow-up data. The initial results are found following the Director's communication.

COPY

PROJECT ADJUSTMENT
Williamson County Title III, E.S.E.A.

113 S. Russell
P. O. Box 39
Marion, Illinois 62959

Phone:993-2138

January 29, 1969

Dr. Donald Beggs
1704 Taylor Drive
Carbondale, Illinois 62901

Dear Don:

You will find enclosed data collected from recent psychologicals given to youngsters in Project Adjustment classes. You will see that both standard scores and grade placement scores were placed on the WRAT. A cursory glance at this data reveals little change.

I have come to the conclusion that trying to compile follow-up data will involve more time than results merit as we have been amiss in keeping accurate reports incorporated into the master files. It was well that Dr. McNeil suggested we do this because it certainly reveals to us the need to be more aware of recording follow-up procedures. The case selected to be included as a case study does have accurate and interesting follow-up information. I will be away from the office the rest of this week.

Sincerely,

Aileen W. Parker/s/

Aileen W. Parker, Ed.D.
Director

AWP:nsy

Enc.

Type A Hurst

			Standard Score	Standard Scores and Grade Placement				Standard Score	Standard Scores and Grade Placement		
		Pre-Test					Post-Test				
I.D. No.	Date Entered Sp. Class	Date Adm.	PPVT	WRAT			Date Adm.	PPVT	WRAT		
				R.P.	S.P.	A.R.			R.P.	S.P.	A.P.
1A	8/28/68						1/21/69	79	95 3.5	89 2.9	88 2.8
2A	12/6/67	12/5/67	77	81 2.1	80 2.0	86 2.6	1/21/69	82	78 2.3	81 2.7	82 2.8
3A	11/6/68	10/11/68	77	71 1.1	73 1.3	76 1.6	1/21/69	76	71 1.4	69 1.1	73 1.6
4A	11/6/68	10/11/68	88	96 1.4	92 1.2	88 1.0	1/21/69	102	81 1.6	78 1.3	87 2.1
5A	10/17/67	9/27/67	83	80 1.3	83 1.5	80 1.3					
6A	1/18/68	12/12/67	77	84 2.9	87 3.2	83 2.7	1/28/69	78	81 3.5	81 3.5	82 3.6
7A	12/5/67	11/30/67	99	95 1.7	85 1.2	94 1.8	1/21/69	93	75 1.3	75 1.3	87 2.4
8A	10/17/67	9/22/67	71	71 1.4	72 1.5	76 1.9	1/21/69	68	64 1.4	67 1.7	74 2.6
9A	1/10/68	1/4/68	92	91 2.5	85 1.7	88 2.2	1/21/69	83	85 2.5	85 2.5	86 2.6
10A	4/22/68	3/29/68	81	79 2.5	83 3.0	85 3.2	1/21/69	86	77 3.0	81 3.5	76 2.8
11A	8/28/68	3/18/68		79 1.7	77 1.5	85 2.2	1/20/69	106	76 1.9	75 1.8	82 2.6
12A	10/17/67	4/23/68	116	81 2.1	85 2.5	92 3.2	1/20/69	112	73 2.5	74 2.6	85 3.9
13A	10/17/67	4/24/68		86 1.6	80 1.3	92 2.2	1/20/69	106	78 1.8	77 1.7	82 2.1
14A	8/28/68	2/28/68	101	77 1.7	80 2.0	92 3.2	1/20/69	88	78 2.3	73 1.8	85 3.2
15A	10/23/67	9/8/67	78	68 k.4	77 1.1	72 k.7	1/20/69	69	75 1.5	74 1.4	79 1.9

Type A Marion

			Standard Score	Standard Scores and Grade Placement				Standard Score	Standard Scores and Grade Placement		
I.D. No.	Date Entered Sp. Class	Pre-Test					Post-Test				
		Date Adm.	PPVT	WRAT			Date Adm.	PPVT	WRAT		
				R.P.	S.P.	A.R.			R.P.	S.P.	A.P.
1A	2/19/68	2/9/68	70	92 2.8	83 2.0	97 3.0	1/23/69	79	98 4.4	90 3.5	84 2.8
2A	8/27/68	3/27/68	74	78 1.2	78 1.2	74 k.9	1/23/69	86	76 1.1	77 1.2	73 k.9
3A	11/27/67	11/6/67		78 1.3	78 1.3	77 1.2	1/23/69	87	73 1.6	74 1.7	77 2.1
4A	11/27/67	6/28/67		82 1.9	86 2.3	92 2.8	1/23/69	93	79 2.5	91 3.9	91 3.9
5A	12/9/68	9/24/68	93	77 1.7	76 1.6	81 2.1	1/23/69	105	75 1.8	73 1.6	82 2.6
6A	2/19/68	11/13/67	99	87 2.7	87 2.7	84 2.4	1/23/69	95	95 4.4	85 3.2	80 2.6
7A	1/2/68	11/27/67	73				1/23/69	83	90 1.5	85 1.2	81 k.9
8A	8/27/68	2/8/67		82 k.4	98 1.1	89 k.7	1/23/69	95	80 1.5	78 1.3	87 2.1
9A	8/27/68	2/23/68		77 k.7	85 k.8	83 k.7	1/24/69	104	72 k.7	78 1.2	95 2.4
10A	11/27/67	11/6/67		72 k.8	76 1.1	63 k.1	1/24/69	83	73 1.5	74 1.7	86 3.0
11A	10/21/68	9/4/68	71	79 2.3	77 2.0	73 1.6	1/24/69	82	81 2.7	81 2.7	78 2.4
12A	10/21/68	1/27/67		70 k.2	85 1.2	69 k.1	1/24/69	85	66 k.6	72 1.2	84 2.4
13A	8/27/68										

Type B Hurst

			Standard Score	Standard Scores and Grade Placement				Standard Score	Standard Scores and Grade Placement		
		Pre-Test					Post-Test				
I.D. No.	Date Entered Sp. Class	Date Adm.	PPVT	WRAT			Date Adm.	PPVT	WRAT		
				R.P.	S.P.	A.R.			R.P.	S.P.	A.P.
1B	10/3/68	11/21/67		62 1.1	68 1.8	87 4.2	1/20/69	98	69 2.3	69 2.3	78 3.6
2B	1/24/67	8/5/66		85 2.5	74 1.4	72 1.2	1/20/69	84	68 2.1	65 1.8	75 3.2
3B	10/14/68	8/22/68		69 2.0	64 1.3	62 1.1	1/28/69	79	98 6.3	79 3.7	80 3.9
4B	8/27/68	2/26/68	90	88 3.5	83 2.9	91 3.9	1/20/69	82	83 3.8	76 2.9	86 4.2
5B	8/27/68	10/30/67	85	74 1.4	77 1.7	84 2.4	1/20/69	85	73 1.8	73 1.7	80 2.8
6B	2/19/68	12/19/67		73 2.5	79 3.2	85 3.9	1/20/69	101	81 3.6	77 3.0	84 3.9
7B	2/13/68	9/27/67 12/19/67	86 --	69 k.5 73 2.5	73 k.9 79 3.2	73 k.9 85 3.9	1/20/69	75	72 1.5	73 1.6	88 2.8
8B	8/27/68	1/29/68		78 2.4	79 2.5	91 3.9	1/20/69	94	75 2.8	74 2.6	86 4.2
9B	9/18/67	2/16/67	93	81 1.6	79 1.4	97 3.0	1/20/69	86	81 2.1	82 2.2	92 3.2

Type B Marion

			Standard Score	Standard Scores and Grade Placement				Standard Score	Standard Scores and Grade Placement		
I.D. No.	Date Entered Sp. Class	Pre-Test					Post-Test				
		Date Adm.	PPVT	WRAT			Date Adm.	PPVT	WRAT		
				R.P.	S.P.	A.R.			R.P.	S.P.	A.P.
1B	8/27/68	3/23/68	91	84 1.1	82 1.0	85 1.2	1/21/69	86	82 1.7	88 2.2	88 2.2
2B	2/2/68	10/10/67	100	90 1.1	87 k.6	92 1.2	1/23/69	81	95 2.4	85 1.7	92 2.2
3B	2/2/68	10/18/67	97	105 1.4	101 1.2	94 k.9	1/23/69	90	95 2.4	87 1.8	95 2.4
4B	1/15/68	11/15/67	88	71 k.8	77 1.2	74 1.0	1/23/69	80	77 2.1	73 1.6	82 2.6
5B	11/7/67	10/23/67	90	89 k.7	94 k.9	89 k.7	1/23/69	95	93 1.7	94 1.8	100 2.2
6B	10/18/67	12/15/67	77	78 1.8	77 1.7	88 2.8	1/23/69	87	78 2.4	75 2.0	82 2.8
7B	2/2/68	12/12/67	89	80 k.3	96 1.0	85 k.5	1/24/69	89	91 1.6	88 1.4	100 2.1
8B	8/27/68	12/12/69	97	88 1.0	68 pk.3	75 k.3	1/24/69	99	87 2.1	93 2.3	98 2.6
9B	9/27/67	10/25/66		75 1.3	74 1.2	84 2.1	1/24/69	86	72 2.4	74 2.6	79 3.2

Type C Herrin

			Standard Score	Standard Scores and Grade Placement				Standard Score	Standard Scores and Grade Placement		
		Pre-Test					Post-Test				
I.D. No.	Date Entered Sp. Class	Date Adm.	PPVT	WRAT			Date Adm.	PPVT	WRAT		
				R.P.	S.F.	A.R.			R.P.	S.P.	A.R.
1C	9/18/67	2/22/68	91	84 2.4	80 2.0	84 2.4	1/20/69	82	82 2.8	75 2.0	82 2.8
2C	10/18/67	12/15/67	102	79 1.9	82 2.2	76 1.6	1/20/69	91	75 2.0	79 2.5	76 2.1
3C	8/27/68	12/13/67	91	90 1.1	85 k.8	81 k.6	1/24/69	92	80 1.3	78 1.2	84 1.6
4C	1/30/68	11/16/67		100 4.1	90 3.0	88 2.8					
5C	8/27/68	4/17/68	116	83 1.8	76 1.4	87 2.1	1/22/69	101	83 2.3	87 2.7	88 2.8
6C	10/9/67										

Type C Marion

I.D. No.	Date Entered Sp. Class	Pre-Test					Post-Test				
		Date Adm.	PPVT	WRAT			Date Adm.	PPVT	WRAT		
			Standard Score	Standard Score and Grade Placement				Standard Score	Standard Score and Grade Placement		
				R.P.	S.P.	A.R.			R.P.	S.P.	A.R.
1C	4/8/68	12/4/67	78		62 pk.5		1/24/69	100	70 k.2	85 1.2	
2C	10/18/67	11/8/67	102	81 k.9	84 1.1	75 k.5	1/24/69	89	75 1.3	74 1.2	78 1.6
3C	1/16/67	7/18/67					1/24/69	97	78 1.3	77 1.2	87 2.1
4C	8/27/68	7/7/67	low ave.				1/24/69	95	87 1.3	85 1.2	95 2.4

Objective #3. Provide an in-service program to the local educational staffs.

A. Conventions, Workshops, and Special Meetings. All Clinic Staff and the teachers attended a special workshop, and/or a convention during the year, and/or a conference.

1. Southern Illinois Psychological Association - March 8, 1968 (at Project Adjustment - Demonstration of Clinic to School Psychologists from southern forty-six counties of State of Illinois). September 20, 1968, (Dave Donald, O.S.P.I., discussion of school psychologists' role in special education in Illinois.) November 15, 1968, (at Belleville - Discussion of medical and psychotherapy threatment of the emotionally disturbed, and May 10, 1968 (Visit to Illinois Security Prison at Chester).

2. April 30 to May 4, 1968, Conference on Mental Retardation, Boston, Massachusetts.

3. Illinois School Social Work Supervisors,
March 18, 19, 1968--Chicago, Illinois

4. Technical consultants' meeting on 1970 White House Conference on Children and Youth, April 10, 1968, Springfield, Illinois

5. Mid-West Social Workers' Conference
Rockton, Illinois, September 30, 1968

6. Illinois School Psychologists' Section Meeting of I.P.A. at Allerton Park, Monticello, Illinois, May 20, 21, and 22, 1968.

7. Illinois Council for Exceptional Children
Sheraton-Jefferson Hotel, St. Louis, Missouri

8. November 7, 1968, Workshop conducted by Arline Morin and Staff of O.S.P.I., Consultants for Blind and Partially Sighted Children. Dealth with identification, characteristics, materials, and instruction, West Frankfort, Illinois

9. October 16-19, 1968, (Section meetings for Directors of Special Education, Psychologists, Teachers, Vocational Coordinators, and Social Workers.

10. Illinois Psychological Association Conference
Peoria, Illinois
March 14, 15, 1968

B. Workshops

1. During the last week of school, June 1968, substitute teachers were employed for each Project Adjustment Classroom. The teachers met at the clinic for a one-day workshop.

2. At Project Adjustment, 6 meetings, January 9, 23, February 6, 20, and March 6 and 20, 1969 - Understanding transactions between people in groups and the leaders (teachers) role in changing games group members play. (Participants: The psychiatrist, Psychoeducational Clinic Staff, special education teachers and principals). It has been requested that we repeat these sessions. Tapes are made and kept for two weeks.

C. Courses offered by Southern Illinois University Extension Division at Marion High School for University Credit only, open to any student in Southern Illinois.

1. Fall Quarter, 1968: Mental Hygiene, Guidance 412.

2. Winter Quarter, 1969: Educational Measurement and Statistics, Guidance 536a

D. Combination courses from Southern Illinois University for credit and workshop for teachers. Some students enrolled for credit and were held to University requirements; others attended special sessions when specialists were brought for workshop-type sessions.

a. Special Education 420a, a Characteristics of Emotionally Disturbed

b. Guidance 422a, Education Tests and Measurements.

These were arranged so that teachers who had areas of deficiency could enroll for credit and other teachers could participate in order to gain a better understanding of methods, materials, and procedures for working with exceptional children. Class enrollment averaged around 22, while attendance for sessions varied from 22 to 35. For example, three sessions were conducted by Dr. Beth Sulzer on behavior modification. These were the most popular and the final session drew the largest number in attendance. Dr. Sue Pace discussed neurological involvement of speech defective youngsters. We were sorry this had not been taped. Dr. Tom Shea discussed the University Classes for emotionally disturbed

> youngsters. Dr. Roscoe Fischo had the audience participate in small groups in evaluating developmental reading materials during one part of the session, then discussed reading problems during another.

Evaluation of these sessions depended upon reaction reports written by the audience. Both positive and negative reactions were received. These were many times anonymously written; so all participants did not write reaction reports. The interesting fact revealed by the reports was that all speakers received some outstanding positive reactions by some participants and some negative reactions by others. Another interesting fact in the evaluations was the tendency to add a statement to negative reports to the effect that the speaker was speaking for a different level of youngsters than the listener was teaching or counseling.

The in-service training program has enabled Project Adjustment and Williamson County Schools to provide teachers the opportunity to complete the five areas of academic training necessary to qualify for teaching maladjusted youngsters in the State of Illinois. At the beginning of the Project, it was necessary to hire teachers with a B.S. Degree in Education but with provisional approval in Special Education. In this respect, the program has been successful.

Insofar as workshops are concerned, requests to repeat these have been our source of evaluation. It is hoped that some more sessions can be planned within the near future to meet these requests. Mr. Wilbern Boatright, Assistant Superintendent, Unit II, presented a request on February 3, 1969, for a repetition of this workshop. He would like for all interested teachers to have an opportunity to participate.

Objective #4. Increase the number of staff essential to establish and maintain a diagnostic and therapeutic clinic for handicapped children.

The staff for Project Adjustment during the second Grant Period is listed below. There was no increase in staff positions during this period.

Position	Mos.	Person Employed	Work Date	
			Started	Ended
Director	12	Dr. Aileen W. Parker	9/1/67	
Asst. Dir. and Supervising Psychologist	12	Thompson J. Kelly, Sr.	7/1/67	6/30/68
	10	Vareta Doty	8/16/68	
Psychologist	10	Anne F. Goff	9/1/67	
Psych. Intern	9	Rodney D. Lane	9/25/67	6/30/68
	9	Shirley Neves	8/26/68	
Social Worker	10	Mary Aken	9/1/67	
Social Worker	10	Caroline Bloom	10/16/67	
Speech & Hearing	9	Grace Jeanne Gile	9/1/67	
Speech & Hearing	10	Mary Ruth Whitman	9/1/67	1/31/69
		Joella Vick	2/1/69	
Teachers:				
Soc. Malad. A	9	Isabel Calcaterra	10/4/67	
Soc. Malad. A	9	Bertha Dziadus	10/24/67	6/7/68
	9	Martha Vincent	8/26/68	
Learn. Dis. B	9	Jeanette Tolley	9/7/67	6/7/68
	9	Nancy Bain	8/26/68	
Learn. Dis. B	9	Maris Delano	1/3/68	6/7/68
	9	Judy Lynn	8/26/68	
Emot. Dist. C	9	Patricia Jenio	9/1/67	
Emot. Dist. C	9	Myrtia Mardis	10/5/67	
Consult. (Retain)				
Psychiatrist	1/10	Dr. Chas. Hendry	9/67	6/30/68
	1/10	Dr. Martin Groder	9/68	
Dentist	1/20	Dr. Edsel Keller	9/67	
Transportation				
Driver	9	Mildred Chamness	10/67	
Driver	9	Jo Nell Pritchett	11/1/67	
Driver	9	Lorene Moore	12/1/67	
Driver	9	Marilyn Harris	1/1/68	
Custodian	12	Walter C. Thompson	10/13/67	
Secretaries:				
Receptionist	12	Sandra Long	7/17/67	
Typist-Tele.	12	Nancy Young	9/1/67	
Stenographer	10	Shirley Hill	9/15/67	1/31/69
		Open		
Stenographer	5	Christine Brannon	1/10/68	6/30/68
Bookkeeper	1/2	Pat Gardner	7/1/67	
Nurse	10	Ethel Jeralds	9/1/67	1/31/69
		Jeanette Scudder	2/1/69	

Objective #5. Provide a highly organized body of professional staff operating on a county-wide basis for meeting the needs of handicapped children.

Objective #5 can be evaluated in terms of the distribution of services throughout the County. Data for this evaluation were collected on a monthly basis throughout the year. These data were distributed to members of the Advisory Committee, the U. S. Office of Education, the Office of the State Director of Title III, and to those on request.

On the following pages are the staff service reports for each month of the year being evaluated (except July) beginning with the February 1968 through January 31, 1969. Also included are the sources of referral broken down by school units.

In order to adequately evaluate the Unit referrals, we present the approximate enrollments:

Unit I - 1,265
Unit II - 4,184
Unit III - 371
Unit IV - 3,094
Unit V - 1,277
Parochial - 331

It is obvious that most of the referrals are coming from Unit II, and assuming that psychological problems are distributed equally throughout all the units, our immediate reaction is to encourage the staff to communicate the facilities and goals of Project Adjustment to the other Units. After this has been achieved, then hopefully the services of Project Adjustment will be made available to a larger number of deserving students. Our only concern is the extra work load that this would bring on a staff which is already performing at what would appear to be a maximum rate.

"PROJECT ADJUSTMENT"
PSYCHOEDUCATIONAL CLINIC

STAFF - - SERVICE REPORT

FEBRUARY REPORT 1968

STAFF	CONFERENCE & INTERVIEWS:						EVALUATION:					TREATMENT:		
	ADM.	TCH	MOTHR	FATHR	CHILD	OTHR	STUDENT DIAG.	EDUC. DIAG.	PRE-STAFF.	STAFF. ING	SCREEN-ING	CHILD	PARENT	TOTAL
SOCIAL SERVICES														
Aken, Mary	8	29	23	6	9	19	1	0	4	15	0	16	0	139
Bloom, Caroline	14	25	13	3	5	6	0	0	6	8	0	9	8	97
PSYCHOLOGICAL SERVICES														
Kelly, T. J.	1	1	1	0	1	5	9	0	0	15	0	0	0	33
Goff, Anne	15	28	3	0	3	20	16	1	7	13	110	0	0	216
Lane, Rod	0	3	0	0	4	0	13	0	11	2	55	0	0	88
Hester, Linda	0	0	0	0	0	0	3	0	0	0	0	0	0	3
Lyle, Dr. Wm	0	0	0	0	6	0	6	0	0	7	0	0	0	19
SPEECH & HEARING SERVICES														
Gile, Grace	3	12	3	0	0	2	18	0	1	0	0	307	0	346
Whitman, Mary	7	20	13	1	0	8	0	33	0	0	55	134	0	271
HEALTH SERVICES														
Jeralds, Ethel	23	31	36	15	6	28	0	0	0	10	55	21	0	225
PSYCHIATRIC SERVICES														
Hendry, Dr. Chas	3	0	3	1	3	4	7	0	4	7	0	0	0	32
DENTAL SERVICES														
Keller, Dr. L. E.	0	0	0	0	0	0	0	0	0	0	0	4	0	4

"PROJECT ADJUSTMENT"
WILLIAMSON COUNTY
STUDENT DISTRIBUTION BY REFERRAL SOURCE

SERVICES RENDERED FOR:	DENTAL	PSYCHIATRIST	PSYCH	SPCH & HEARING		SOCIAL	NURSE	PRE-STAFF.	STAFF.
UNIT I	0	0	1	2	5	3	3	0	0
UNIT II	4	16	82	322	42	118	92	15	25
UNIT III	0	0	6	12	0	7	11	0	4
UNIT IV	0	5	35	9	122	53	49	0	14
UNIT V	0	0	8	0	24	11	5	1	2
PAROCHIAL SCHOOLS	0	0	7	0	23	2	0	3	3
TOTAL	4	*21	*139	*345	*216	*194	*160	19	48

*This figure does not include staffings, prestaffings, and screenings.

"PROJECT ADJUSTMENT"
PSYCHOEDUCATIONAL CLINIC

STAFF - - SERVICE REPORT

MARCH REPORT

1968

STAFF	CONFERENCE & INTERVIEWS: ADM.	TCH.	MA.	FA.	CHILD	OTHR.	EVALUATION: EDUC. DIAG.	PSY. DIAG.	SCREENING	SPCH DIAG.	HEAR. DIAG.	PRE-STAFF	STAFFING	TREATMENT: CHILD	PARENT	TOTAL
SOCIAL SERVICES																
Aken, Mary	8	35	27	2	7	16	0	0	0	0	0	2	6	24	0	127
Bloom, Caroline	12	19	12	5	7	9	0	0	0	0	0	5	10	18	3	100
PSYCHOLOGICAL SERVICES																
Goff, Anne F.	11	20	5	0	1	12	3	12	34	0	0	3	11	1	2	115
Kester, Linda	2	1	0	0	0	3	0	4	0	0	0	0	1	0	0	11
Kelly, T. J.	2	3	1	0	0	9	0	3	55	0	0	0	22	0	0	100
Lane, Rodney D.	0	0	0	0	0	0	2	3	0	0	0	0	0	1	0	11
Lyle, Dr. Wm.H.	4	2	0	0	4	7	0	4	0	0	0	1	4	0	0	26
SPEECH & HEARING SERVICES																
Gile, Grace J.	0	0	4	0	0	0	0	0	0	8	0	0	1	374	0	387
Whitman, Mary R.	5	19	3	2	0	2	0	0	0	16	30	0	1	137	0	214
HEALTH SERVICES																
Jeralds, Ethel	24	40	12	13	20	42	0	2	0	0	0	0	20	20	0	201
DENTAL SERVICES																
Keller, Dr. L.E.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
PSYCHIATRIC SERVICES																
Hendry, Dr. Chas.	0	6	2	1	6	1	0	3	0	0	0	2	5	0	0	26

"PROJECT ADJUSTMENT"
WILLIAMSON COUNTY
STUDENT DISTRIBUTION BY REFERRAL SOURCE

SERVICES RENDERED FOR:	DENTAL	PSYCHIATRIST	PSYCH	SPCH &	HEARING	SOCIAL	NURSE	PRE-STAFF	STAFF.
Unit I	0	0	10	7	1	19	0	3	0
Unit II	1	13	57	378	23	136	118	6	26
Unit III	0	0	22	16	1	2	19	1	0
Unit IV	0	6	21	127	8	45	27	4	11
Unit V	0	0	12	9	4	1	11	1	3
Parochial Schools	0	0	10	1	24	1	6	0	1
TOTAL	1	*19	*132	*538	*61	*204	*181	15	41

*This figure does not include staffings, prestaffings, and screenings.

"PROJECT ADJUSTMENT"
PSYCHOEDUCATIONAL CLINIC APRIL, 1968 REPORT

STAFF - - SERVICE REPORT

STAFF	CONFERENCE & INTERVIEWS: ADM.	TCH.	MO.	FA.	CHILD	OTHR.	EDUC. DIAG.	PSY. DIAG.	EVALUATION SCREENING	SPCH DIAG.	HEAR. DIAG.	PRE-STAFF	STAFFING	TREATMENT: CHILD	PARENT	T
SOCIAL SERVICES																
Aken, Mary	4	46	13	1	3	21	0	0	0	0	0	2	15	20	6	131
Bloom, Caroline	3	21	6	0	4	15	0	0	0	0	0	0	8	18	7	82
PSYCHOLOGICAL SERVICES																
Goff, Anne F.	4	13	4	1	0	2	2	13	0	0	0	2	7	1	2	51
Hester, Linda	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2
Kelly, T. J.	3	4	2	2	0	10	1	9	0	0	0	0	1	0	0	32
Lane, Rodney	4	4	2	1	0	3	0	11	1	0	0	0	4	3	0	33
Lyle, Dr. Wm.	0	2	0	0	2	0	0	4	0	0	0	0	0	0	0	8
SPEECH & HEARING SERVICES																
Gile, Grace J.	1	3	4	0	0	0	0	0	0	9	0	0	0	358	0	375
Whitman, Mary R	8	24	6	1	0	6	0	0	0	3	31	0	0	140	0	219
HEALTH SERVICES																
Jeralds, Ethel	21	63	36	0	10	29	0	0	0	0	0	0	9	36	0	204
DENTAL SERVICES																
Keller, Dr. L. E.	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
PSYCHIATRIC SERVICES																
Hendry, Dr. Chas.	1	4	3	2	7	3	0	7	0	0	0	0	4	0	0	31

"PROJECT ADJUSTMENT"
WILLIAMSON COUNTY
STUDENT DISTRIBUTION BY REFERRAL SOURCE

SERVICES RENDERED FOR:	DENTAL	PSYCHIA-TRIST	PSYCH.	SPCH & HEARING	SOCIAL	NURSE	PRE-STAFF	STAFF.
Unit I	0	0	12	17	0	7	6	1	0
Unit II	1	27	33	359	13	125	136	3	23
Unit III	0	0	15	16	0	0	17	0	7
Unit IV	0	0	43	132	16	44	33	0	14
Unit V	0	0	6	15	2	12	3	0	6
Parochial Schools	0	0	0	24	0	0	0	0	0
TOTAL	1	*27	*109	*563	*31	*188	*195	4	50

*This figure does not include staffings, pre-staffings, and screenings.

"PROJECT ADJUSTMENT"
PSYCHOEDUCATIONAL CLINIC

MAY REPORT

STAFF - - SERVICE REPORT

STAFF	CONFERENCE & INTERVIEWS:						EVALUATION:							TREATMENT:		
	ADM.	TCH.	MO.	FA.	CHILD	OTHR.	EDUC. DIAG.	PSY. DIAG.	SCREENING	SPCH DIAG.	HEAR. DIAG.	PRE-STAFF	STAFFING	CHILD	PARENT	TOTAL
SOCIAL SERVICES																
Aken, Mary	8	11	16	2	6	19	0	0	0	0	0	1	10	18	3	94
Bloom, Caroline	17	25	14	1	3	23	0	0	0	0	0	6	26	11	12	138
PSYCHOLOGICAL SERVICES																
Goff, Anne F.	4	8	2	1	0	1	0	13	106	0	0	1	13	0	1	150
Hester, Linda	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2
Kelly, T. J.	0	1	2	0	0	2	0	17	11	0	0	1	2	1	0	37
Lane, Rodney D.	0	8	1	0	0	0	0	8	6	0	0	1	15	5	0	44
Lyle, Dr. Wm.H.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPEECH & HEARING SERVICES																
Gile, Grace J.	2	0	1	0	0	1	0	0	0	1	0	0	0	343	0	348
Whitman, Mary R.	4	27	11	4	0	40	0	0	0	18	29	1	2	107	0	243
HEALTH SERVICES																
Jeralds, Ethel	32	66	59	7	20	32	0	0	0	0	0	1	23	40	0	280
DENTAL SERVICES																
Keller, Dr. L.E.	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	4
PSYCHIATRIC SERVICES																
Hendry, Dr. Chas.	2	2	7	2	14	2	0	4	0	0	0	1	12	0	0	46

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"PROJECT ADJUSTMENT"
WILLIAMSON COUNTY
STUDENT DISTRIBUTION BY REFERRAL SOURCE

SERVICES RENDERED FOR:	DENTAL	PSYCHIATRIST	PSYCH.	SPCH &	HEARING	SOCIAL	NURSE	PRE-STAFF	STAFF.
Unit I	0	1	3	14	0	11	18	0	15
Unit II	1	28	34	349	28	139	155	7	55
Unit III	0	0	0	19	3	0	15	0	10
Unit IV	3	2	17	130	11	30	46	4	22
Unit V	0	2	19	7	0	5	15	1	0
Parochial Schools	0	0	2	27	0	4	7	1	3
TOTAL	4	*33	*75	*546	*42	*189	*256	13	105

*This figure does not include staffings, pre-staffings, and screenings.

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"PROJECT ADJUSTMENT"

PSYCHOEDUCATIONAL CLINIC

June Report

STAFF - - SERVICE REPORT

STAFF	CONFERENCE & INTERVIEWS						EVALUATION							TREATMENT		
	ADM.	TCH.	MO.	FA.	CHILD	OTHR.	EDUC. DIAG.	PSY. DIAG.	SCREENING	SPCH DIAG.	HEAR. DIAG.	PRE-STAFF	STAFFING	CHILD	PARENT	TOTA
SOCIAL SERVICES																
Aken, Mary	18	6	10	2	6	12	0	0	0	0	0	0	37	0	0	91
Bloom, Caroline	2	3	10	1	0	5	0	0	0	0	0	0	15	3	0	39
PSYCHOLOGICAL SERVICES																
Goff, Anne F.	4	4	1	1	0	0	[illegible]	11	0	0	0	0	12	0	0	33
Hester, Linda	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kelly, T. J.	0	2	1	0	0	1	0	0	0	0	0	0	18	0	0	22
Lane, Rodney D.	0	0	2	2	0	0	0	14	0	0	0	0	15	0	0	33
Lyle, Dr. Wm. H.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPEECH & HEARING SERVICES																
Gile, Grace J.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Whitman, Mary R.	2	7	14	6	0	15	0	0	0	2	21	0	0	0	0	67
HEALTH SERVICES																
Jeralds, Ethel	20	26	25	7	2	36	0	0	0	0	0	0	27	7	0	150
DENTAL SERVICES																
Keller, Dr. L. E.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PSYCHIATRIC SERVICES																
Hendry, Dr. Chas.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

"PROJECT ADJUSTMENT"

WILLIAMSON COUNTY

STUDENT DISTRIBUTION BY REFERRAL SOURCE

SERVICES RENDERED TO:	DENTAL	PSYCHIATRIST	PSYCH.	SPCH & HEARING	SOCIAL	NURSE	PRE-STAFF	STAFF.	TOTAL
UNIT I	0	0	0	1	2	1	0	0	0	4
UNIT II	0	0	27	12	21	35	55	0	69	219
UNIT III	0	0	0	0	0	0	0	0	0	0
UNIT IV	0	0	15	22	7	35	56	0	47	182
UNIT V	0	0	0	0	2	5	11	0	8	26
PAROCHIAL SCHOOLS	0	0	1	0	0	2	1	0	0	4
TOTAL	0	* 0	* 43	*35	* 32	* 78	* 123	0	124	435

*This figure does not include staffings, pre-staffings, and screenings.

"PROJECT ADJUSTMENT"

PSYCHOEDUCATIONAL CLINIC

STAFF - - SERVICE REPORT

August, 1968

STAFF	CONFERENCE & INTERVIEWS						EVALUATION							TREATMENT		TOTAL
	ADM.	TCHR.	MOTHER	FATHER	CHILD	OTHER	ED. DIAG.	PSY. DIAG.	SCREEN-ING	SPEECH DIAG.	HEARING DIAG.	PRE-STAFF	STAFFING	CHILD	PARENT	
SOCIAL SERVICES																
Aken, Mary	9	13	37	0	10	6	0	0	10	0	0	3	19	0	0	107
Bloom, Caroline	1	4	13	2	2	4	0	0	0	0	0	0	10	0	0	36
PSYCHOLOGICAL SERVICES																
Goff, Anne F.	2	0	2	0	0	0	0	21	0	0	0	9	25	0	0	59
Neves, Shirley	0	0	0	0	0	0	0	0	0	0	0	10	0	0	0	10
Doty, Vareta	26	13	0	0	1	15	0	12	0	0	0	1	26	0	0	94
SPEECH & HEARING SERVICES																
Gile, Grace J.	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Whitman, Mary R.	1	0	2	0	0	14	0	0	0	0	2	0	0	0	0	19
HEALTH SERVICES																
Jeralds, Ethel	9	12	10	0	2	33	0	0	0	0	0	0	8	0	0	74
DENTAL SERVICES																
Keller, Dr. L.E.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PSYCHIATRIC SERVICES																
Groder, Dr. Martin	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

"PROJECT ADJUSTMENT"

WILLIAMSON COUNTY

STUDENT DISTRIBUTION BY REFERRAL SOURCE

SERVICES RENDERED TO:	DENTAL	PSYCHIATRIST	PSYCH.	SPCH &	HEARING	SOCIAL	NURSE	PRE-STAFF	STAFF.	TOTAL
UNIT I	0	0	0	2	0	0	1	0	0	3
UNIT II	0	0	22	8	2	59	20	3	27	141
UNIT III	0	0	0	0	0	0	0	0	0	0
UNIT IV	0	0	68	8	0	21	45	19	58	219
UNIT V	0	0	2	1	0	15	0	1	3	22
PAROCHIAL SCHOOLS	0	0	0	0	0	6	0	0	0	6
TOTAL	0	* 0	* 92	*19	* 2	*101	* 66	23	88	391

*This figure does not include staffings, pre-staffings, and screenings.

July 1, 1968 - August 31, 1968

Project Adjustment received a total of 49 referrals. This number includes 35 boys and 14 girls. The number of cases referred from the various units include:

0 from Unit I
38 from Unit II
0 from Unit III
9 from Unit IV
2 from Unit V
0 from Parochial

"PROJECT ADJUSTMENT"
PSYCHOEDUCATIONAL CLINIC

STAFF - - SERVICE REPORT September, 1968, Report

STAFF	CONFERENCE & INTERVIEWS						EVALUATION						TREATMENT			TOTAL
	ADM.	TCHR.	MOTHER	FATHER	CHILD	OTHER	ED. DIAG.	PSY. DIAG.	SCREEN-ING	SPEECH DIAG.	HEARING DIAG.	PRE-STAFF	STAFFING	CHILD	PARENT	
SOCIAL SERVICES																
Aken, Mary	11	15	21	0	5	25	0	0	0	0	0	2	8	1	0	88
Bloom, Caroline	12	14	15	2	2	7	0	0	0	0	0	5	6	0	2	65
Kunkel, Dale	2	16	3	0	5	8	1	0	3	0	0	1	0	0	0	39
Hoard, DeWitt	2	0	5	4	5	6	0	0	1	0	0	1	0	0	0	24
PSYCHOLOGICAL SERVICES																
Goff, Anne F.	2	3	2	0	0	4	0	22	0	0	0	4	17	1	1	56
Neves, Shirley	0	2	1	0	0	2	0	4	0	0	0	3	16	0	0	28
Doty, Vareta	12	8	1	0	0	5	0	8	0	0	0	9	14	0	0	57
SPEECH & HEARING SERVICES																
Gile, Grace J.	36	49	3	0	14	1	0	0	0	32	0	0	0	2	0	137
Whitman, Mary R.	17	67	27	6	2	12	1	0	0	301	5	0	0	58	0	496
HEALTH SERVICES																
Jeralds, Ethel	16	24	26	4	11	40	0	0	0	0	0	5	2	16	0	144
DENTAL SERVICES																
Keller, Dr. L. E.	0	0	0	0	0	0	0	0	0	0	0	0	0	6	0	6
PSYCHIATRIC SERVICES																
Groder, Dr. Martin	0	1	3	1	6	0	0	2	0	0	0	1	3	0	0	17

"PROJECT ADJUSTMENT"
WILLIAMSON COUNTY

STUDENT DISTRIBUTION BY REFERRAL SOURCE

SERVICES RENDERED TO:	DENTAL	PSYCHIATRIST	PSYCH.	SPCH & HEARING		SOCIAL	NURSE	PRE-STAFF	STAFF.	TOTAL
UNIT I	0	0	0	28	12	4	3	1	0	48
UNIT II	6	10	55	114	52	138	95	14	30	514
UNIT III	0	0	0	2	0	1	0	0	0	3
UNIT IV	0	0	19	356	0	30	39	6	23	473
UNIT V	0	3	4	38	25	16	0	10	13	109
PAROCHIAL SCHOOLS	0	0	0	6	0	0	0	0	0	6
TOTAL	6	*13	*78	*544	*89	*189	*137	31	66	1153

*This figure does not include staffings, pre-staffings, and screenings.

July 1, 1968 - September 30, 1968

Project Adjustment has received a total of 161 referrals. This number includes 108 boys and 53 girls. The number of cases referred from the various units include:

Unit I	17
Unit II	104
Unit III	5
Unit IV	26
Unit V	9
Parochial Schools	0
TOTAL	161

"PROJECT ADJUSTMENT"

PSYCHOEDUCATIONAL CLINIC

STAFF - - SERVICE REPORT

October, 1963

STAFF	CONFERENCE & INTERVIEWS						EVALUATION							TREATMENT-		TOTAL
	ADM.	TCHR.	MOTHER	FATHER	CHILD	OTHER	ED. DIAG.	PSY. DIAG.	SCREEN-ING	SPEECH DIAG.	HEARING DIAG.	PRE-STAFF	STAFFING	CHILD	PARENT	
SOCIAL SERVICES																
Aken, Mary	13	16	13	0	5	16	0	0	0	0	0	2	23	3	0	91
Bloom, Caroline	12	19	15	0	3	18	0	0	0	0	0	0	20	0	1	88
Kunkel, Dale	14	33	18	8	47	1	0	0	0	0	0	0	13	0	0	134
Hoard, DeWitt	0	5	6	3	11	2	0	0	1	0	0	7	3	0	0	38
PSYCHOLOGICAL SERVICES																
Goff, Anne F.	11	8	6	0	0	16	0	10	0	0	0	5	21	4	6	87
Neves, Shirley	2	4	1	0	1	1	0	6	0	0	0	5	13	0	0	33
Doty, Vareta	22	5	1	0	2	16	0	6	0	0	0	7	17	0	0	76
SPEECH & HEARING SERVICES																
Gile, Grace J.	6	4	3	1	0	1	0	0	0	7	0	0	0	323	0	345
Whitman, Mary R.	8	17	13	4	0	20	0	0	0	8	7	0	0	363	0	440
HEALTH SERVICES																
Jeralds, Ethel	18	41	36	3	6	59	0	0	0	0	0	1	23	20	0	207
DENTAL SERVICES																
Keller, Dr. L.E.	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3
PSYCHIATRIC SERVICES																
Groder, Dr. Martin	0	2	0	0	3	0	0	2	0	0	0	0	5	0	0	12

"PROJECT ADJUSTMENT"

WILLIAMSON COUNTY

STUDENT DISTRIBUTION BY REFERRAL SOURCE

SERVICES RENDERED TO:	DENTAL	PSYCHIATRIST	PSYCH.	SPCH. &	HEARING	SOCIAL	NURSE	PRE-STAFF	STAFF.	TOTAL
UNIT I	0	0	17	114	13	3	11	2	5	165
UNIT II	3	7	69	192	48	217	132	18	113	799
UNIT III	0	0	2	51	0	0	1	0	0	54
UNIT IV	0	0	27	264	5	56	39	6	11	408
UNIT V	0	0	4	81	17	5	0	0	7	114
PAROCHIA SCHOOLS	0	0	9	0	0	2	0	1	2	14
TOTAL	3	* 7	* 128	* 702	* 83	* 283	*183	27	138	1554

*This figure does not include staffings, pre-staffings, and screenings.

July 1, 1968 - October 31, 1968

Project Adjustment has received a total of 231 referrals. This number includes 153 boys and 78 girls. The number of cases referred from the various units include:

Unit I - 19
Unit II - 144
Unit III- 9
Unit IV - 45
Unit V - 14
Parochial 0

"PROJECT ADJUSTMENT"

PSYCHOEDUCATIONAL CLINIC

STAFF - - SERVICE REPORT

November, 1968

STAFF	CONFERENCE & INTERVIEWS						EVALUATION							TREATMENT	
	ADM.	TCHR.	MOTHER	FATHER	CHILD	OTHER	ED. DIAG.	PSY. DIAG.	SCREEN-ING	SPEECH DIAG.	HEARING DIAG.	PRE-STAFF	STAFFING	CHILD	PARENT
SOCIAL SERVICES															
Aken, Mary	10	18	19	6	11	39	0	0	0	0	0	2	12	3	0
Bloom, Caroline	9	33	14	5	8	15	0	0	0	0	0	0	7	0	0
Kunkel, Dale	13	22	8	2	31	3	0	0	0	0	0	0	0	0	0
PSYCHOLOGICAL SERVICES															
Goff, Anne F.	7	12	6	2	12	15	0	10	1	0	0	4	11	5	5
Neves, Shirley	0	6	1	0	1	18	0	8	0	0	0	13	5	0	0
Doty, Vareta	33	11	1	0	3	13	0	5	0	0	0	4	8	0	0
SPEECH & HEARING SERVICES															
Gile, Grace J.	2	7	6	0	0	0	0	0	3	0	0	0	0	175	0
Whitman, Mary R.	2	2	8	3	0	8	0	0	0	0	8	0	0	284	0
HEALTH SERVICES															
Jeralds, Ethel	14	40	25	4	35	43	0	0	0	0	0	0	16	17	0
DENTAL SERVICES															
Keller, Dr. L.E.	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0
PSYCHIATRIC SERVICES															
Groder, Dr. Martin	1	7	4	0	7	1	0	0	0	0	0	1	12	0	0

"PROJECT ADJUSTMENT"

WILLIAMSON COUNTY

STUDENT DISTRIBUTION BY REFERRAL SOURCE

SERVICES RENDERED TO:	DENTAL	PSYCHIATRIST	PSYCH.	SPCH. &	HEARING	SOCIAL	NURSE	PRE-STAFF	STAFF.	TOTAL
UNIT I	0	0	13	59	17	18	11	6	6	130
UNIT II	0	16	123	122	37	193	128	9	44	672
UNIT III	3	0	1	28	2	10	17	2	0	63
UNIT IV	0	4	36	167	0	46	22	7	19	301
UNIT V	0	0	1	62	14	2	0	0	2	81
PAROCHIAL SCHOOLS	0	0	0	0	0	0	0	0	0	0
TOTAL	3	*20	*174	*438	*70	*269	*178	24	71	1247

*This figure does not include staffings, pre-staffings, and screenings.

July 1, 1968 - November 30, 1968

Project Adjustment has received a total of 254 referrals. This number includes 164 boys and 90 girls. The number of cases referred from the various units include:

Unit I -	22
Unit II -	156
Unit III -	11
Unit IV -	50
Unit V -	14
Parochial -	1

"PROJECT ADJUSTMENT"

PSYCHOEDUCATIONAL CLINIC

STAFF - - SERVICE REPORT

December, 1968

STAFF	CONFERENCE & INTERVIEWS						EVALUATION							TREATMENT		TOTAL
	ADM.	TCHR.	MOTHER	FATHER	CHILD	OTHER	ED. DIAG.	PSY. DIAG.	SCREEN-ING	SPEECH DIAG.	HEARING DIAG.	PRE-STAFF	STAFFING	CHILD	PARENT	
SOCIAL SERVICES																
Aken, Mary	15	19	14	3	4	11	0	0	0	0	0	0	4	2	0	72
Bloom, Caroline	5	16	21	1	5	16	0	0	0	0	0	0	27	0	0	91
Kunkel, Dale	10	20	4	2	28	6	0	0	0	0	0	0	0	0	0	70
PSYCHOLOGICAL SERVICES																
Goff, Anne F.	8	5	4	1	21	2	1	8	0	0	0	0	10	7	5	72
Neves, Shirley	2	9	1	1	6	20	0	9	0	0	0	16	10	0	0	74
Doty, Vareta	26	13	0	0	3	32	0	12	0	0	0	8	14	0	0	108
SPEECH & HEARING SERVICES																
Gile, Grace J.	1	2	2	0	0	0	0	0	0	0	0	0	0	284	0	289
Whitman, Mary R.	6	6	5	0	0	4	0	0	0	2	9	0	0	244	0	276
HEALTH SERVICES																
Jeralds, Ethel	27	45	21	1	20	35	0	0	0	0	0	0	23	14	0	186
DENTAL SERVICES																
Keller, Dr. L.E.	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
PSYCHIATRIC SERVICES																
Groder, Dr. Martin	1	1	4	0	7	7	0	0	0	0	0	0	7	0	0	27

"PROJECT ADJUSTMENT"

WILLIAMSON COUNTY

STUDENT DISTRIBUTION BY REFERRAL SOURCE

SERVICES RENDERED TO:	DENTAL	PSYCHIATRIST	PSYCH.	SPCH.	& HEARING	SOCIAL	NURSE	PRE-STAFF	STAFF.	TOTAL
UNIT I	0	2	4	85	8	18	5	2	4	128
UNIT II	0	14	113	172	39	163	94	6	44	645
UNIT III	1	0	3	41	0	4	9	0	1	59
UNIT IV	0	4	76	143	0	17	55	16	46	357
UNIT V	0	0	0	64	13	0	0	0	0	77
PAROCHIAL SCHOOLS	0	0	0	0	0	0	0	0	0	0
TOTAL	1	*20	*196	*505	*60	*202	*163	24	95	1266

*This figure does not include staffings, pre-staffings, and screenings.

July 1, 1968 - December 31, 1969

Project Adjustment has received a total of 276 referrals. This number includes 178 boys and 98 girls. The number of cases referred from the various units include:

Unit I - 25
Unit II - 163
Unit III - 12
Unit IV - 59
Unit V - 16
Parochial - 1

"PROJECT ADJUSTMENT"

PSYCHOEDUCATIONAL CLINIC

STAFF - - SERVICE REPORT

JANUARY REPORT

STAFF	CONFERENCE & INTERVIEWS						EVALUATION							TREATMENT		TOTAL
	ADM.	TCHR.	MOTHER	FATHER	CHILD	OTHER	ED. DIAG.	PSY. DIAG.	SCREEN-ING	SPEECH DIAG.	HEARING DIAG.	PRE-STAFF	STAFFING	CHILD	PARENT	
SOCIAL SERVICES																
Aken, Mary	29	24	29	5	5	39	0	0	0	0	0	1	10	9	0	151
Bloom, Caroline	14	21	31	0	7	28	0	0	0	0	0	0	51	0	0	152
Kunkel, Dale	10	14	9	5	44	4	0	0	0	0	0	0	0	0	0	86
PSYCHOLOGICAL SERVICES																
Goff, Anne F.	19	22	2	0	13	33	2	30	0	0	0	4	54	16	2	197
Neves, Shirley	1	9	0	0	23	22	1	21	0	0	0	4	56	0	0	137
Doty, Vareta	7	1	2	0	24	37	16	27	0	0	0	0	80	0	0	194
SPEECH & HEARING SERVICES																
Gile, Grace J.	2	3	3	0	0	0	0	0	0	0	0	0	0	274	0	282
Whitman, Mary R.	11	11	11	0	0	23	0	0	0	39	39	0	0	327	0	461
HEALTH SERVICES																
Jeralds, Ethel	73	76	14	0	27	87	0	0	0	0	0	0	61	18	0	356
DENTAL SERVICES																
Keller, Dr. L.E.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PSYCHIATRIC SERVICES																
Groder, Dr. Martin	0	0	2	1	2	6	0	0	0	0	0	0	3	0	0	14

"PROJECT ADJUSTMENT"

WILLIAMSON COUNTY

STUDENT DISTRIBUTION BY REFERRAL SOURCE

SERVICES RENDERED TO:	DENTAL	PSYCHIA-TRIST	PSYCH.	SPCH. & HEARING		SOCIAL	NURSE	PRE-STAFF	STAFF.	TOTAL
UNIT I	0	0	11	71	15	24	8.	0	3	132
UNIT II	0	11	167	191	53	253	172	4	152	1003
UNIT III	0	0	7	34	0	0	3	0	0	44
UNIT IV	0	0	142	171	76	38	103	5	157	697
UNIT V	0	0	2	85	47	12	3	0	3	152
PAROCHIAL SCHOOLS	0	0	1	0	0	0	1	0	0	2
TOTAL	0	11*	330*	552*	191*	327*	295*	9	315	2030

*This figure does not include staffings, pre-staffings, and screenings.

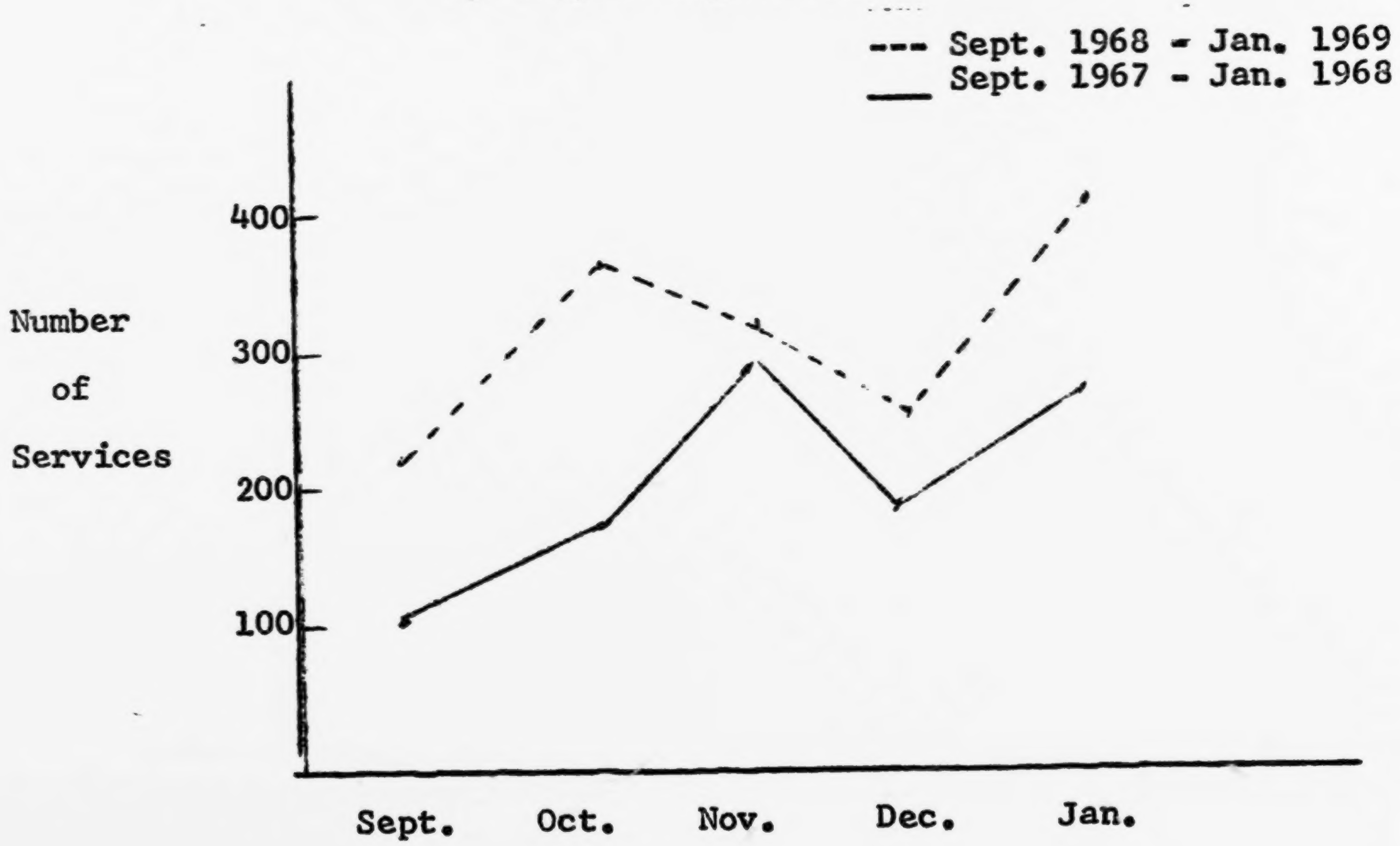
July 1, 1968 - January 31, 1969

Project Adjustment has received a total of 343 referrals. This number includes 230 boys and 113 girls. The number of cases referred from the various units include:

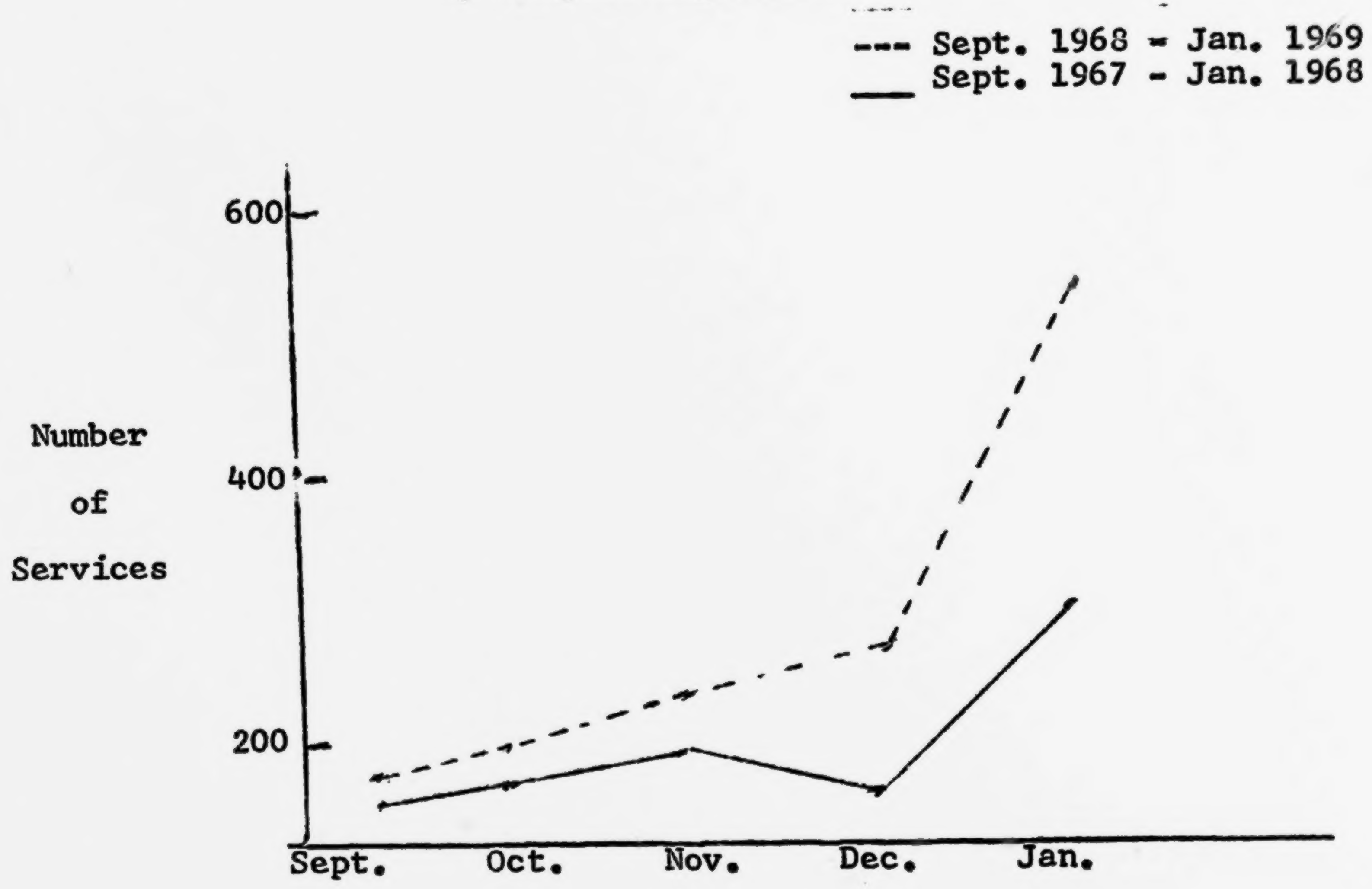
Unit I	-	29
Unit II	-	197
Unit III	-	13
Unit IV	-	81
Unit V	-	20
Parochial	-	3
		343

The first five months of the Project involved a lot of groundwork, as can be seen in the figures comparing similar months from the first and second years of the Project. In only two instances (Dental Services and Health Services) did the number of services decrease during the second year. The number of dental services is so small that no importance should be made of this fact. The data in these six graphs clearly indicate that Project Adjustment is increasingly being called upon to provide the area with psychological services.

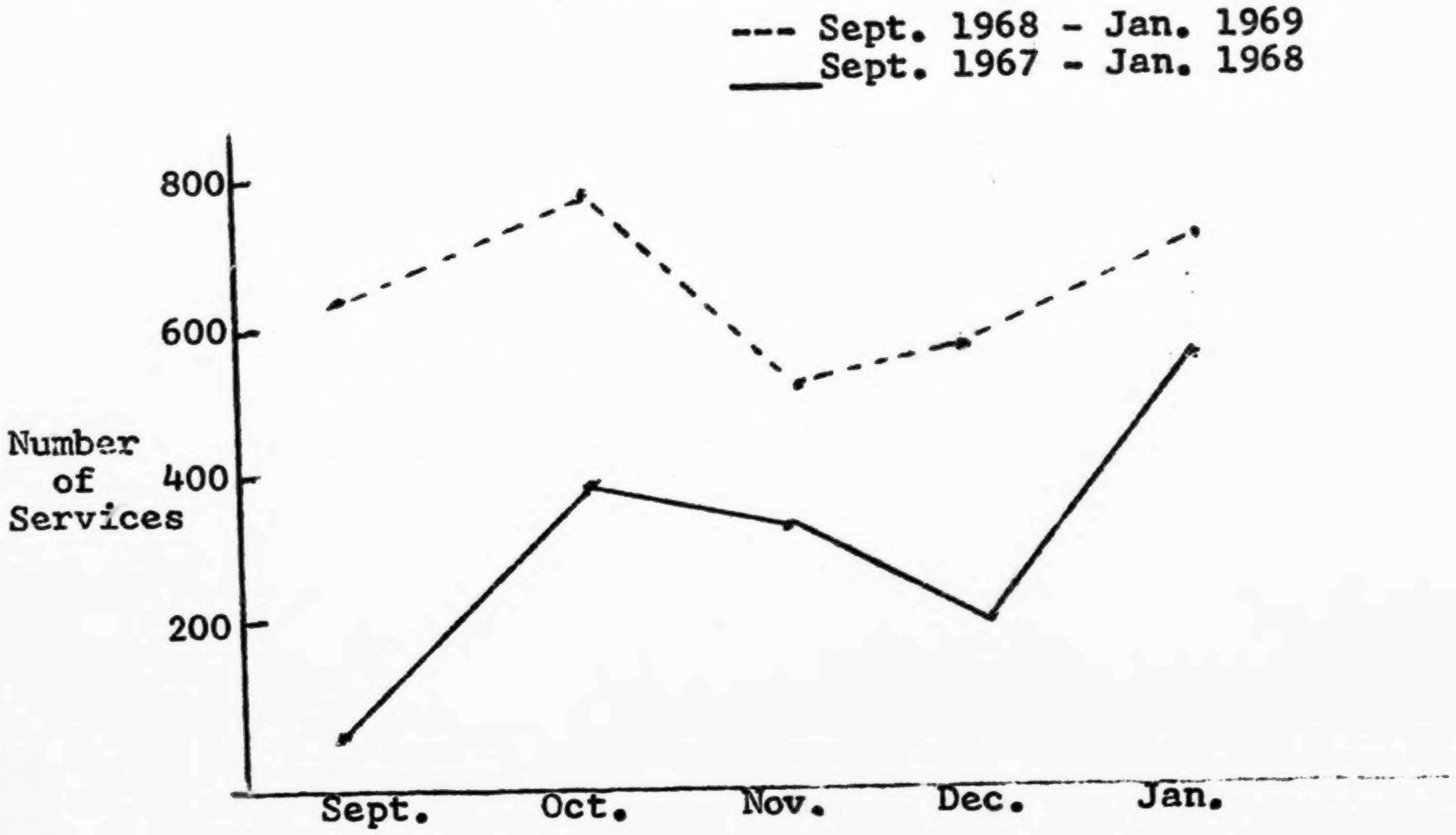
Comparison of Social Services Rendered
by Project Adjustment



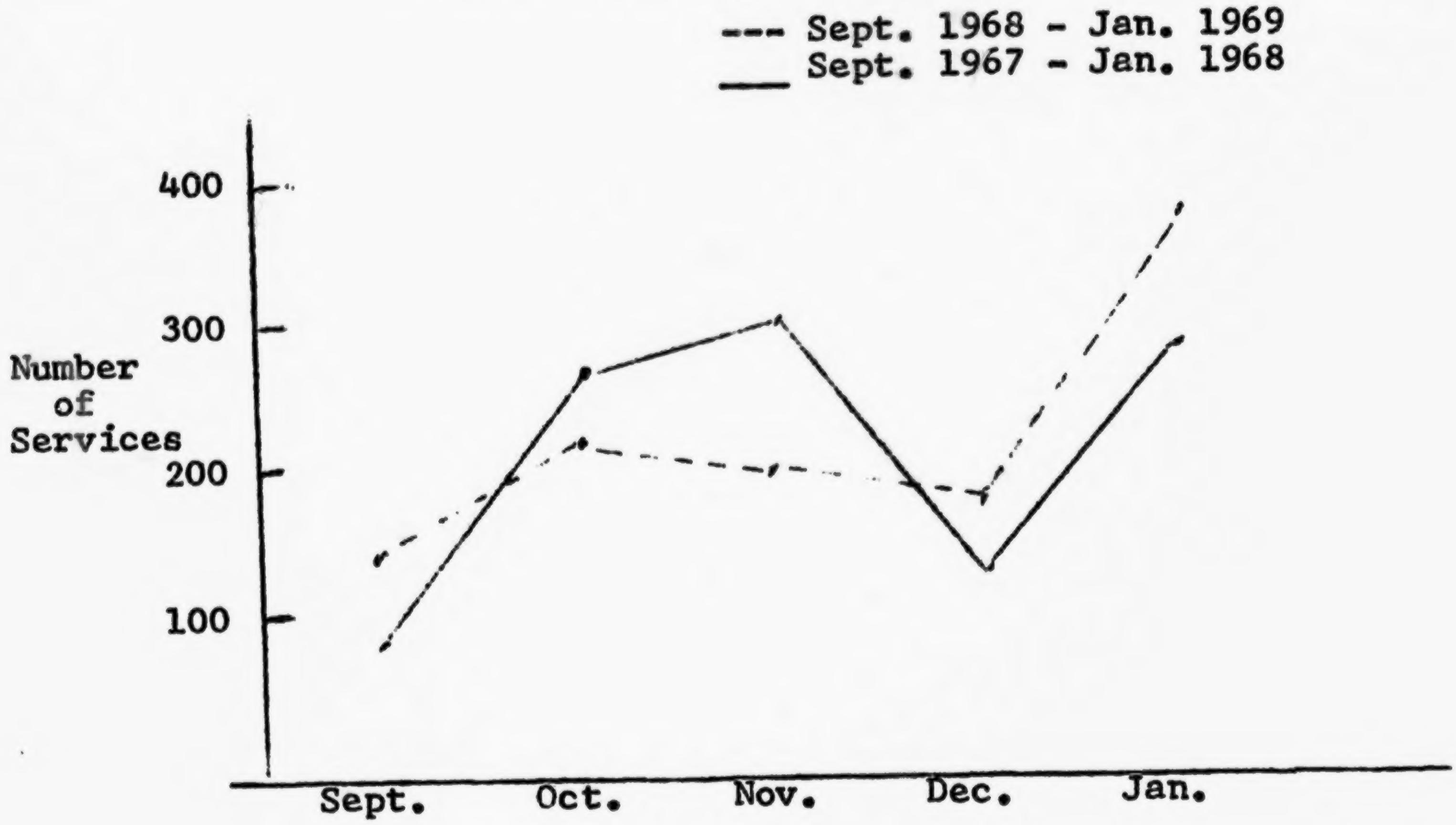
Comparison of Psychological Services Rendered
by Project Adjustment



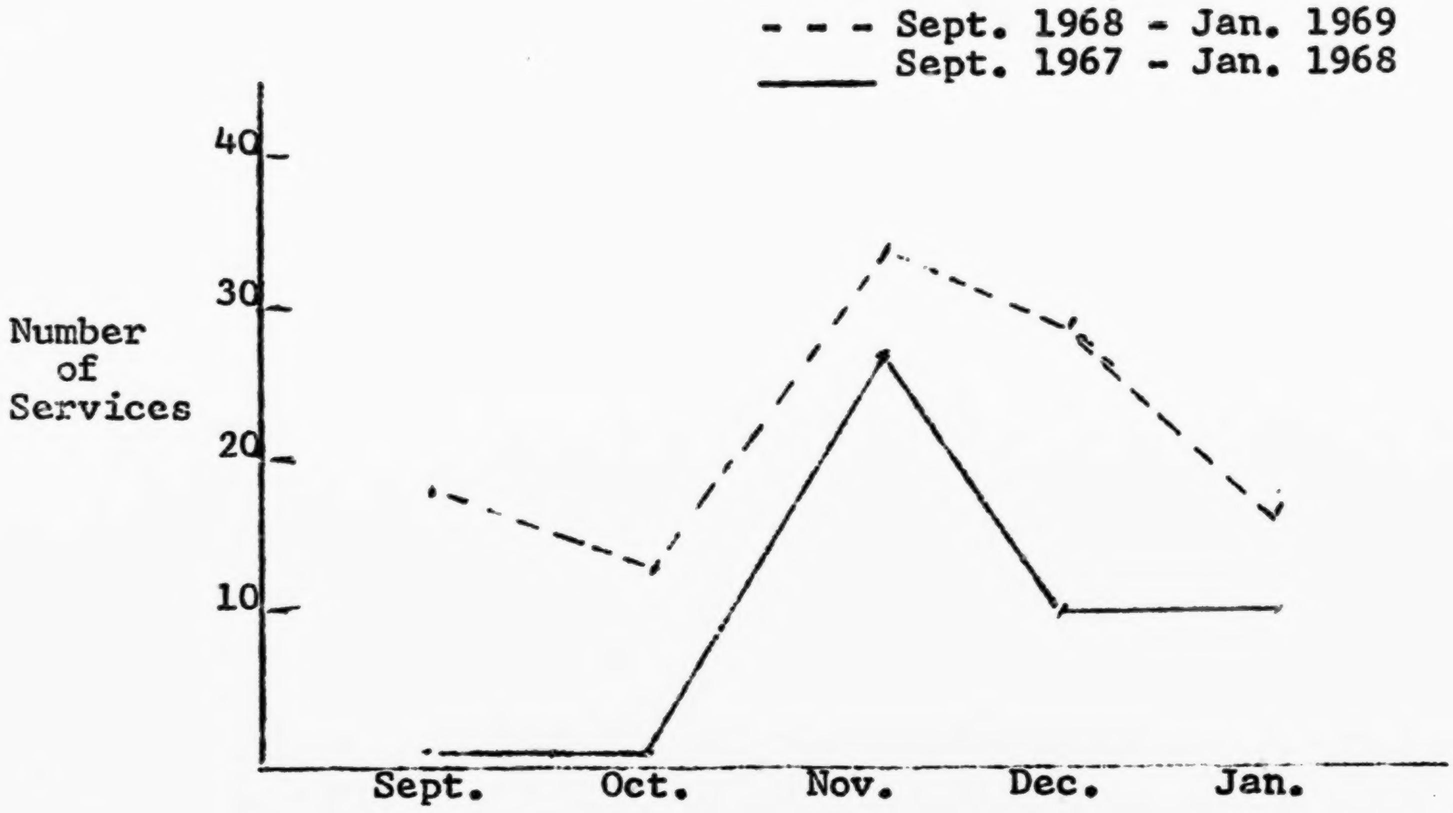
Comparison of Speech and Hearing Services
Rendered by Project Adjustment



Comparison of Health Services
Rendered by Project Adjustment



Comparison of Psychiatric Services
Rendered by Project Adjustment



Comparison of Dental Services
Rendered by Project Adjustment

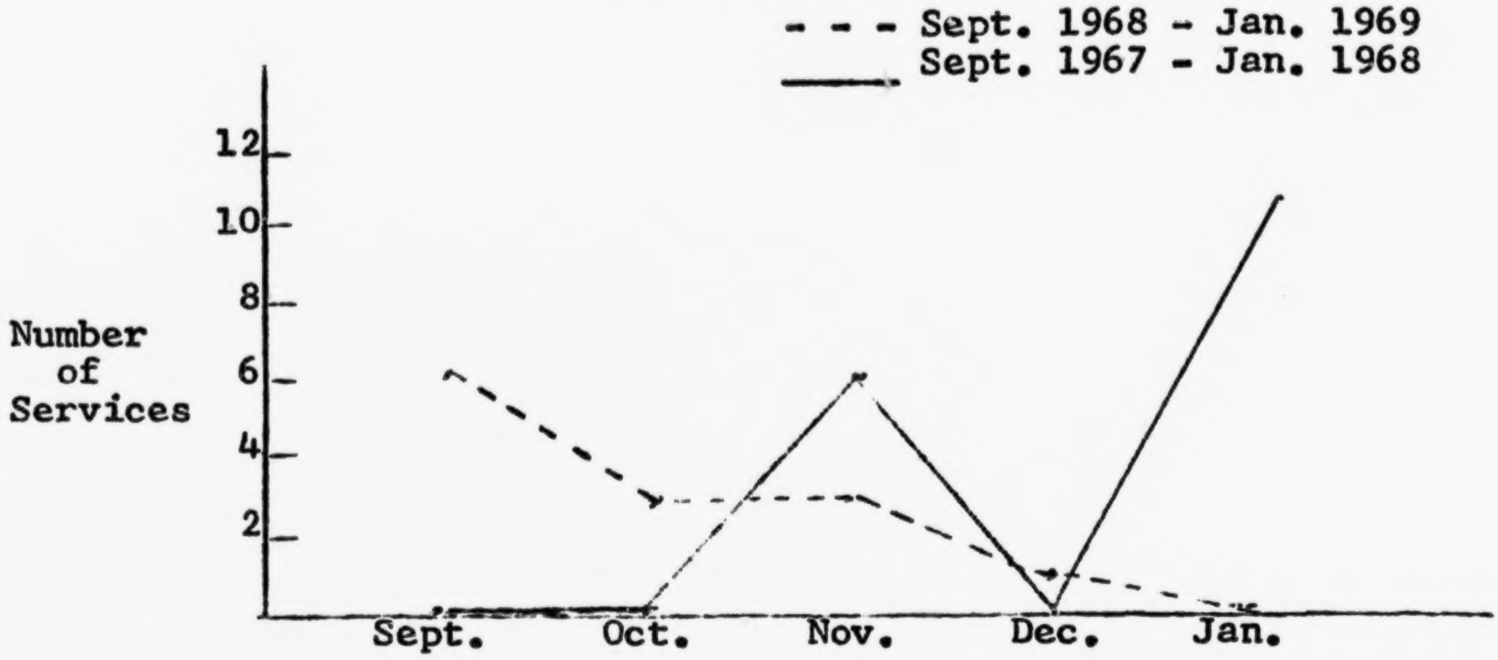


Table I contains a summary of the services provided by Project Adjustment from its initiation in September of 1967 to July 1 of 1968. This summary is included so that the services provided in each month of the year being evaluated, as well as the total services for the year being evaluated, can be placed more in focus.

"PROJECT ADJUSTMENT"

PSYCHOEDUCATIONAL CLINIC

Table I

STAFF - - SERVICE REPORT

September, 1967 to July 1, 1968

STAFF	CONFERENCE & INTERVIEWS						EVALUATION								TREATMENT		TOTAL
	ADM.	TCHR.	MOTHER	FATHER	CHILD	OTHER	ED. DIAG.	PSY. DIAG.	STUDENT DIAG.	SCREENING	SPEECH DIAG.	HEARING DIAG.	PRE-STAFF	STAFFING	CHILD	PARENT	
SOCIAL SERVICES																	
Aken, Mary	113	227	181	34	54	147	0	0	2	0	0	0	45	138	96	9	1046
Bloom, Caroline	84	125	108	25	52	102	0	0	12	0	0	0	72	93	69	31	773
Blanton, Ruth	28	24	39	7	11	11	0	0	2	0	0	0	4	17	4	1	148
PSYCHOLOGICAL SERVICES																	
Goff, Anne F.	78	109	21	3	5	56	6	135	0	295	0	0	41	127	13	5	894
Hester, Linda	4	2	0	0	0	3	0	17	0	0	0	0	0	11	0	0	37
Kelly, T. J.	37	35	15	2	6	55	1	82	0	96	0	0	19	134	1	0	483
Lane, Rodney D.	11	46	5	3	4	19	9	87	0	108	0	0	33	76	9	0	410
Lyle, Dr. Wm.H.	4	6	3	3	15	7	3	23	0	0	0	0	2	18	0	0	84
SPEECH & HEARING SERVICES																	
Gile, Grace J.	49	74	18	4	13	9	0	0	0	0	109	0	5	9	1856	0	2146
Whitman, Mary R.	179	252	93	18	0	185	0	0	0	63	93	167	2	28	765	0	1845
HEALTH SERVICES																	
Jeralds, Ethel	280	480	323	67	119	334	0	0	11	73	0	0	21	162	212	0	2082
DENTAL SERVICES																	
Keller, Dr. L.F.	2	0	0	0	0	1	0	0	0	0	0	0	0	0	23	1	27
PSYCHIATRIC SERVICES																	

"PROJECT ADJUSTMENT"

WILLIAMSON COUNTY
STUDENT DISTRIBUTION BY REFERRAL SOURCE Table II

SERVICES RENDERED FOR:	DENTAL	PSYCHIATRIST	PSYCH.	SPCH &	HEARING	SOCIAL	NURSE	PRE-STAFF	STAFF	TOTAL
Unit I	2	1	33	61	8	65	53	2	23	248
Unit II	22	99	500	2242	176	1019	1023	153	449	5683
Unit III	0	0	54	92	4	9	77	3	31	270
Unit IV	3	30	250	824	267	385	590	70	272	2691
Unit V	0	2	86	43	38	104	64	20	61	418
Parochial Schools	0	0	25	63	66	16	19	5	17	211
TOTAL	27	*132	*948	*3325	*559	*1598	*1826	253	853	9521

*This figure does not include staffings, pre-staffings, and screenings.

We conclude this section with a summary of the services for the year being evaluated. Perhaps total services in each category will speak for themselves. Total Social Services - 2651; total Psychological Services - 2571; total Speech and Hearing Services - 5725; total Health Services - 2221; total Dental Services - 23; and Total Psychiatric Services - 238. We again note the emphasis on psychological service, rather than on health services. We can quickly compare these totals with the total services of 100 per year before the introduction of Project Adjustment.

For the year being evaluated, there were a total of 13,429 services. Even if we divide these total services by the total number of staff (17 staff, 4 secretaries, and 1 administrator, for a total of 22), we arrive at approximately 610 services per staff, well above the (100/3) 33 services per staff before Project Adjustment.

Because of the organization and equipment available because of Project Adjustment, we feel that the nature of the services has improved, as well as the number.

"PROJECT ADJUSTMENT"

PSYCHOEDUCATIONAL CLINIC

STAFF - - SERVICE REPORT

February 1, 1968 - February 1, 1969

STAFF	CONFERENCE & INTERVIEWS							EVALUATION							TREATMENT		TOTAL
	ADM.	TCHR.	MOTHER	FATHER	CHILD	OTHER	ED. DIAG.	PSY. DIAG.	STUDENT DIAG.	SCREEN-ING	SPEECH DIAG.	HEARING DIAG.	PRE-STAFF	STAFFING	CHILD	PARENT	
SOCIAL SERVICES																	
Aken, Mary	133	232	222	27	71	223	0	0	1	10	0	0	19	159	96	9	1202
Bloom, Caroline	101	200	164	20	46	146	0	0	0	0	0	0	22	188	59	33	979
Kunkel, Dale	49	105	42	17	155	22	1	0	0	3	0	0	1	13	0	0	408
Hoard, DeWitt	2	5	11	7	16	8	0	0	0	2	0	0	8	3	0	0	62
PSYCHOLOGICAL SERVICES																	
Goff, Anne F.	87	123	37	6	50	105	9	150	16	251	0	0	39	194	35	24	1126
Neves, Shirley	5	30	4	1	31	63	1	48	0	0	0	0	51	100	0	0	334
Doty, Vareta	126	51	5	0	33	118	16	70	0	0	0	0	29	159	0	0	607
Kelly, T. J.	6	11	7	2	1	27	1	34	9	66	0	0	1	58	1	0	224
Lane, Rod	4	15	5	3	4	3	2	41	13	62	0	0	12	36	9	0	209
Hester, Linda	2	1	0	0	0	3	0	4	3	0	0	0	0	5	0	0	18
Lyle, Dr. Wm.	4	4	0	0	12	7	0	8	6	0	0	0	1	11	0	0	53
SPEECH & HEARING SERVICES																	
Gile, Grace J.	54	81	29	1	14	5	0	0	18	3	331	0	1	1	2166	0	2704
Whitman, Mary R.	71	200	113	27	2	152	34	0	0	55	389	180	1	3	1794	0	3021
HEALTH SERVICES:																	
Jeralds, Ethel	277	473	300	54	159	463	0	0	0	57	0	0	7	222	209	0	2221
DENTAL SERVICES																	
Keller, Dr. L.E.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	23	0	23

STAFF SERVICE REPORT

February 1, 1968 - February 1, 1969

Page - 2

Staff	CONFERENCE & INTERVIEWS						EVALUATION								TREATMENT		TOTAL
	ADM.	TCHR.	MOTHER	FATHER	CHILD	OTHER	ED. DIAG.	PSY. DIAG.	STUDENT DIAG.	SCREENING	SPEECH DIAG.	HEARING DIAG.	PRE-STAFF	STAFFING	CHILD	PARENT	
PSYCHIATRIC SERVICES																	
Hendry, Dr. Chas.	6	12	15	6	30	10	0	14	7	0	0	0	7	28	0	0	135
Groder, Dr. Martin	2	11	13	2	25	14	0	4	0	0	0	0	2	30	0	0	103

"PROJECT ADJUSTMENT"

WILLIAMSON COUNTY

STUDENT DISTRIBUTION BY REFERRAL SOURCE

SERVICES RENDERED TO:	DENTAL	PSYCHIA-TRIST	PSYCH.	SPCH. &	HEARING	SOCIAL	NURSE	PRE-STAFF	STAFF.	TOTAL
UNIT I	0	3	71	400	73	103	66	15	33	769
UNIT II	16	142	782	2216	358	1575	1195	93	633	7010
UNIT III	4	0	56	219	5	24	92	3	27	431
UNIT IV	3	21	499	1529	245	415	519	71	452	3754
UNIT V	0	5	58	362	148	84	48	14	56	775
PAROCHIAL SCHOOLS	0	0	30	58	47	17	15	5	9	181
TOTAL	23	171*	1496*	4784*	877*	2223*	1935*	201	1210	12920

*This figure does not include staffings, pre-staffings, and screenings.

February 1, 1968 - February 1, 1969

Project Adjustment has received a total of 658 referrals. This number includes 455 boys and 203 girls. The number of cases referred from the various units include:

Unit I	-	40
Unit II	-	355
Unit III	-	30
Unit IV	-	164
Unit V	-	58
Parochial	-	11
Total		658

Objective #6. Reduce the drop-out rate of all students, both handicapped and non-handicapped.

Due to the fact that an accurate statistical accounting of drop-outs was unavailable to the Project when this program was initiated, a base of comparison is also not available. Therefore, the Project has aimed efforts toward prevention of drop-outs. Personnel from Project Adjustment provided the leadership in setting up Interagency Meetings between the Unit Superintendents and funding agencies for a prevocational and vocational program for youngsters with special needs. Unit IV and Unit II both began such programs on September 26, 1968. Approximately 75 youngsters are presently enrolled in these classes. Additional special education personnel was hired by both School Units. Project Adjustment has provided the diagnostic services necessary in making placements. Through the cooperation of all the superintendents, especially Russell Emery, Unit IV and A. C. Storme, Unit II, this objective has been partially met. During the 1969-70 school year these classes will continue to work toward the prevention of drop-outs, but will broaden to include youngsters from every school unit within the county.

Objective #7. Build and implement a working system of communications essential to the proper functioning of this demonstration center.

Evaluation of Objective #7 was conducted by outside evaluators. Approval to send the letters and to use the Questionnaire was obtained from the U. S. Office of Education - Chief, Program Analysis Section. Letters and Questionnaires were distributed to a random sample of the population. This random sample was planned by the outside evaluators. Letters were mailed by the secretaries of Project Adjustment. Stamped envelopes were enclosed addressed to Dr. Donald Beggs. A copy of the letter and Questionnaire introduce this section of the Evaluation.

January 9, 1969

Dear

Project Adjustment has been in operation for more than 18 months and one of the responsibilities of the Project is to evaluate that which has taken place up to this time. Project Adjustment has asked me to assist them with an evaluation of the Project.

In order for Project Adjustment to be a success as a demonstration center, a working communications network must be established. The staff has worked on this network and would like to know how effective they have been in communicating with individuals not employed within the Project. The enclosed questionnaire has been designed to provide the Project with some feedback.

We would like for you to respond to the enclosed questionnaire and return it to us within five days. Please do not sign your name to the questionnaire. I am not specifically interested in the response of a single individual, but I am interested in the responses of a group of individuals.

Cordially,

Donald L. Beggs

Donald L. Beggs, Ph.D.
Evaluation Consultant
Project Adjustment

COMMUNICATIONS QUESTIONNAIRE

Project Adjustment

Directions: Please check the appropriate box for each question. If for some reason the alternatives are not appropriate for you, please omit the question and go on to the next question. Do not place your name on this page.

Please return this page in the envelope provided within five days.

1. Please classify yourself with respect to Project Adjustment.
   - ☐ Advisory Board for Project Adjustment
   - ☐ Grades 1-6 Public School Teacher in Williamson County
   - ☐ Grades 7-12
   - ☐ Member of Board of Education
   - ☐ Citizen not employed by the Williamson County School System

2. Are you aware of the purposes for which Project Adjustment was established?

   ☐ Yes ☐ No ☐ No Comment

3. Are you aware of what the staff of Project Adjustment does?

   ☐ Yes ☐ No ☐ No Comment

4. Have you observed any of the staff members performing their duties?

   ☐ Yes ☐ No ☐ No Comment

5. If a problem related to Project Adjustment is brought to your attention, do you know who to contact in the Project?

   ☐ Yes ☐ No ☐ No Comment

6. Are you satisfied with your knowledge of Project Adjustment?

   ☐ Yes ☐ No ☐ No Comment

7. Are you satisfied with your communication with Project Adjustment?

   ☐ Yes ☐ No ☐ No Comment

8. How could Project Adjustment better communicate with you? (You may use the back of this page if you desire.)

The analysis of the communications network was done with respect to different classifications of individuals:

(a) Advisory Board
(b) Public School Teacher (Grades 1-6)
(c) Public School Teacher (Grades 7-12)
(d) Board of Education member
(e) Citizen not employed by the school system

The communications with the Advisory Board continues to be excellent. For this evaluation, all of the members replied to the questionnaire and the results are all but flawless. Only one Advisory Board member had not observed the staff members performing their responsibilities.

Of the teachers of Grades 1 through 6 who received the questionnaires, only sixty percent returned the questionnaires. This would seem to indicate that there is a segment of the elementary teachers who do not care to communicate with Project Adjustment. The results that were obtained from the teachers were much more positive than the results the previous year. The teachers responding to the questionnaire seemed to be adequately informed as to the functions of Project Adjustment. The results indicate that in general the teachers are better informed as to how to interact with the Project. Even though the results still indicate that some teachers are not informed, the Project Adjustment staff seems to be doing a better job of communicating with the elementary grade teachers.

Sixty-two percent of the teachers sampled in Grades 7 through 12 returned the questionnaires. The results of the questionnaire indicate that the secondary school teachers are still not well informed about Project Adjustment. The teachers returning the questionnaires are better informed than those who returned the questionnaires in 1968, but in general, they are still poorly informed.

Only twenty-nine percent of school board members responded to the questionnaire. A special effort was made to contact all school board members in Williamson County. Since the return by the school board members is too small, no generalization will be attempted with respect to this group.

Forty-seven percent of the sample of Williamson County citizens returned questionnaires. In comparison to the return within the school system, the return is quite surprising. Of the individuals returning questionnaires, there is a marked improvement in their understanding of Project Adjustment. In general, it would seem that the Project is doing a better job of communicating with the citizens.

The results seem to indicate that the communications between Project Adjustment and the five reference groups has improved since the February, 1968 evaluation.

It is important to note that communication can only occur when two individuals seek to communicate. The poor return of questionnaires, with the exception of the Advisory Board, may indicate that the reference groups do not care to communicate with the Project. If this situation does exist, then the personnel in Project Adjustment have done quite well in improving the communication problem that was noted in the previous evaluation.

COMMUNICATIONS WITH THE ADVISORY BOARD OF PROJECT ADJUSTMENT (February, 1969)

Statement 2.	Yes	No	No Comment	Number of Questionnaires Mailed
Are you aware of the purposes for which Project Adjustment was established?	8	0	0	8
Statement 3.				
Are you aware of what the staff of Project Adjustment does?	8	0	0	8
Statement 4.				
Have you observed any of the staff members performing their duties?	7	1	0	8
Statement 5.				
If a problem related to Project Adjustment is brought to your attention, do you know who to contact in the Project?	8	0	0	8
Statement 6.				
Are you satisfied with your knowledge of Project Adjustment?	8	0	0	8
Statement 7.				
Are you satisfied with your communication with Project Adjustment?	8	0	0	8

COMMUNICATIONS WITH THE ADVISORY BOARD OF PROJECT ADJUSTMENT (February, 1968)

Statement 2.	Yes	No	No Comment
Are you aware of the purposes for which Project Adjustment was established?	6	0	0
Statement 3.			
Are you aware of what the staff of Project Adjustment does?	6	0	0
Statement 4.			
Have you observed any of the staff members performing their duties?	4	2	0

COMMUNICATIONS WITH THE ADVISORY BOARD OF PROJECT ADJUSTMENT (February, 1968) Continued

	Yes	No	No Comment
Statement 5. If a problem related to Project Adjustment is brought to your attention, do you know who to contact in the Project?	6	0	0
Statement 6. Are you satisfied with your knowledge of Project Adjustment?	6	0	0
Statement 7. Are you satisfied with your communication with Project Adjustment?	6	0	0

COMMUNICATIONS WITH THE TEACHERS OF GRADES 1-6 IN WILLIAMSON COUNTY (FEBRUARY, 1969)

Statement 2.	Yes	No	No Comment	Number of Questionnaires Mailed
Are you aware of the purposes for which Project Adjustment was established?	30	4	0	57
Statement 3.				
Are you aware of what the staff of Project Adjustment does?	29	4	1	57
Statement 4.				
Have you observed any of the staff members performing their duties?	26	7	1	57
Statement 5.				
If a problem related to Project Adjustment is brought to your attention, do you know who to contact in the Project?	25	9	0	57
Statement 6.				
Are you satisfied with your knowledge of Project Adjustment?	23	10	1	57
Statement 7.				
Are you satisfied with your communication with Project Adjustment?	21	10	3	57

COMMUNICATIONS WITH THE TEACHERS OF GRADES 1-6 IN WILLIAMSON COUNTY (FEBRUARY, 1968)

Statement 2.	Yes	No	No Comment
Are you aware of the purposes for which Project Adjustment was established?	36	15	1

COMMUNICATIONS WITH THE TEACHERS OF GRADES 1-6 IN WILLIAMSON COUNTY (FEBRUARY, 1968) CONT.

Statement 3.	Yes	No	No Comment
Are you aware of what the staff of Project Adjustment does?	32	18	2
Statement 4.			
Have you observed any of the staff members performing their duties?	26	26	0
Statement 5.			
If a problem related to Project Adjustment is brought to your attention, do you know who to contact in the Project?	28	23	1
Statement 6.			
Are you satisfied with your knowledge of Project Adjustment?	19	30	3
Statement 7.			
Are you satisfied with your communication with Project Adjustment?	21	22	9

COMMUNICATIONS WITH THE TEACHERS OF GRADES 7-12 IN WILLIAMSON COUNTY (February, 1969)

Statement 2.	Yes	No	No Comment	Number of Questionnaire Mailed
Are you aware of the purposes for which Project Adjustment was established?	28	10	0	61
Statement 3.				
Are you aware of what the staff of Project Adjustment does?	20	17	1	61
Statement 4.				
Have you observed any of the staff members performing their duties?	11	25	2	61
Statement 5.				
If a problem related to Project Adjustment is brought to your attention, do you know who to contact in the Project?	12	26	0	61
Statement 6.				
Are you satisfied with your knowledge of Project Adjustment?	11	20	7	61
Statement 7.				
Are you satisfied with your communication with Project Adjustment?	12	15	11	61

COMMUNICATIONS WITH THE TEACHERS OF GRADES 7-12 IN WILLIAMSON COUNTY (February, 1968)

Statement 2.	Yes	No	No Comment
Are you aware of the purposes for which Project Adjustment was established?	10	12	0
Statement 3.			
Are you aware of what the staff of Project Adjustment does?	5	16	1
Statement 4.			
Have you observed any of the staff members performing their duties?	3	19	0

COMMUNICATIONS WITH THE TEACHERS OF GRADES 7-12 IN WILLIAMSON COUNTY (February, 1968) Continued

Statement 5.	Yes	No	No Comment
If a problem related to Project Adjustment is brought to your attention, do you know who to contact in the Project?	6	16	0
Statement 6.			
Are you satisfied with your knowledge of Project Adjustment?	4	15	3
Statement 7.			
Are you satisfied with your communication with Project Adjustment?	3	12	7

COMMUNICATIONS WITH MEMBERS OF BOARDS OF EDUCATION IN WILLIAMSON COUNTY (February, 1969)

Statement 2.	Yes	No	No Comment	Number of Questionnaires Mailed
Are you aware of the purposes for which Project Adjustment was established?	9	1	0	34
Statement 3.				
Are you aware of what the staff of Project Adjustment does?	8	2	0	34
Statement 4.				
Have you observed any of the staff members performing their duties?	4	5	1	34
Statement 5.				
If a problem related to Project Adjustment is brought to your attention, do you know who to contact in the Project?	9	0	1	34
Statement 6.				
Are you satisfied with your knowledge of Project Adjustment?	5	5	0	34
Statement 7.				
Are you satisfied with your communication with Project Adjustment?	4	4	2	34

COMMUNICATIONS WITH MEMBERS OF BOARDS OF EDUCATION IN WILLIAMSON COUNTY (February, 1968)

Statement 2.	Yes	No	No Comment
Are you aware of the purposes for which Project Adjustment was established?	10	0	0
Statement 3.			
Are you aware of what the staff of Project Adjustment does?	6	3	1
Statement 4.			
Have you observed any of the staff members performing their duties?	3	7	0

COMMUNICATIONS WITH MEMBERS OF BOARDS OF EDUCATION IN WILLIAMSON COUNTY (February, 1968) Continued

Statement 5.	Yes	No	No Comment
If a problem related to Project Adjustment is brought to your attention, do you know who to contact in the Project?	6	4	0
Statement 6.			
Are you satisfied with your knowledge of Project Adjustment?	4	4	2
Statement 7.			
Are you satisfied with your communication with Project Adjustment?	4	3	3

COMMUNICATIONS WITH CITIZENS NOT EMPLOYED BY THE WILLIAMSON COUNTY SCHOOL SYSTEM (February, 1969)

Statement 2.	Yes	No	No Comment	Number of Questionnaires Mailed
Are you aware of the purposes for which Project Adjustment was established?	36	4	0	88
Statement 3.				
Are you aware of what the staff of Project Adjustment does?	34	6	0	88
Statement 4.				
Have you observed any of the staff members performing their duties?	18	22	0	88
Statement 5.				
If a problem related to Project Adjustment is brought to your attention, do you know who to contact in the Project?	32	8	0	88
Statement 6.				
Are you satisfied with your knowledge of Project Adjustment?	24	13	3	88
Statement 7.				
Are you satisfied with your communication with Project Adjustment?	21	9	10	88

COMMUNICATIONS WITH CITIZENS NOT EMPLOYED BY THE WILLIAMSON COUNTY SCHOOL SYSTEM (February, 1968)

Statement 2.	Yes	No	No Comment
Are you aware of the purposes for which Project Adjustment was established?	13	9	1
Statement 3.			
Are you aware of what the staff of Project Adjustment does?	12	9	2

COMMUNICATIONS WITH CITIZENS NOT EMPLOYED BY THE WILLIAMSON COUNTY SCHOOL SYSTEM (February, 1968) CONT.

Statement 4.	Yes	No	No Comment
Have you observed any of the staff members performing their duties?	3	19	1
Statement 5.			
If a problem related to Project Adjustment is brought to your attention, do you know who to contact in the Project?	12	9	2
Statement 6.			
Are you satisfied with your knowledge of Project Adjustment?	8	11	4
Statement 7.			
Are you satisfied with your communication with Project Adjustment?	6	11	6

Objective #8. Develop and maintain procedures for adequate screening of all students to determine who are handicapped.

The first, third, fifth, and seventh grades of all schools in Williamson County are screened for vision and hearing defects by the Bi-County Health Department each year. All youngsters who do not pass the hearing screening on a portable audiometer are referred to Project Adjustment for a follow-up by the Audiologist.

All the elementary schools in Carterville (Unit V) were screened for youngsters suspected of being mentally retarded during the latter part of the 1967-68 school year. Initial data were collected from the teachers on a form similar to the one illustrated.

PROJECT ADJUSTMENT
BOX 39
MARION, ILLINOIS

SCHOOL SURVEY DATA SHEET

GRADE____TEACHER______________SCHOOL__________DATE______UNIT____

Name	Age	IQ Score	Achievement Test			Read. Grade	Arith. Grade	Class Rank	Remarks
			Read.	Arith.	Lang.				

From the teachers' data youngsters were selected for screening. Five sub-tests of the Wechsler Intelligence Scale for Children and the Harris-Goodenough Draw-A-Person Test were used for screening. If mental retardation became suspect, the examination was continued with a full battery; this was followed by a complete case study. Where emotionality became suspect, referrals to social service were made.

At the beginning of each school year, the speech therapists talk to groups of teachers at each school to make them aware of speech defects. Due to the large population serviced, initial screenings are not practical. Teachers are encouraged that "when in doubt, refer." Upon receipt of a referral, a therapist arranges for an interview with the child. If more thorough diagnosis is needed, testing will follow. To determine articulation defects the Bryngelson-Glasby Artic test is administered.

OBJECTIVE #8 CONT.

It is the opinion of the staff that adequate procedures for screening have been developed. However, with our limited staff, complete screening is not practical as we would be unable to follow-up with complete diagnostic study on all youngsters. Therefore, screening is limited to the ability of the staff to follow-up.

Objective #9. Provide a demonstration center for Southern Illinois that will be innovative and exemplary in designing and implementing special education programs for handicapped children.

Many types of activities have been utilized to disseminate information which would create an awareness of need and a widespread knowledge of the Project. Periodically newsletters have been mailed to the entire educational community. The mailing list continues to grow as requests are made from people who wish to be added to the mailing list. Approximately 650 newsletters are now being distributed.

In addition to the newsletter, visitations have been welcomed. Conferences have been held and lectures given. The following is a partial list of such activities:

1. March 8, 1968 - Demonstration held in the afternoon for Southern Illinois Psychological Association.
2. March 5, 1968 - Lecture to Parent Teachers Group, Jefferson School, Johnston City.
3. March 4, 1968 - Lecture to Marion Kiwanis Club, Ambassador House, Marion.
4. February 27, 1968 - Demonstration for Triad Administrators Meeting. Administrators from Mt. Vernon, Harrisburg and Marion attended.
5. April 11, 1968 - All day conference meeting at Project Adjustment for Southern Illinois School Social Workers and Lynn Unterbrind, Office of the Superintendent of Public Instruction.
6. March 20, 1968 - Afternoon lecture to teachers' meeting at Lincoln School, Marion.
7. September 13, 1968 - Conference meeting at Project with staff of the Mental Health Sub-Zone Center from West Frankfort. This group serves both Williamson and Franklin Counties.
8. October 26, 1968 - Lecture to Future Teachers of America, Benton, Illinois.
9. October 15, 1968 - Lecture to Parent Teachers Association, Lincoln School, Marion.
10. Council of Exceptional Children, Williamson and Franklin Counties. Meets on the second Tuesday of every other month at Project Adjustment.
11. November 14, 1968 - Lecture to Parent Teachers Association, Washington-Logan Schools, Marion,

12. December 11, 1968 - Conference with Williamson County Mental Health Association at Ambassador House, Marion.

13. November 6, 1968 - Conference with Directors of Special Education from Jackson, Jefferson, Franklin and Williamson Counties at Project Adjustment.

14. Monthly, and sometimes bi-monthly, meetings with the Executive Committee usually held at Project Adjustment.

15. November 20, 1968 - Teachers of the acoustically handicapped from the Department of Special Education, Southern Illinois University, came to Project Adjustment and observed Mary Ruth Whitman, Audiologist, giving therapy to four pre-school deaf children.

Registers were kept of visitors to the Project during the 1967-68 school year. This procedure was dropped at the beginning of the 1968 school year. The register is available if people wish to sign. As groups visiting the Project increased in size, the staff evaluated the time spent registering and decided to limit requests to small groups or individuals. Therefore, we have an inaccurate statistical account of visitors.

Plans are underway to hold demonstration days each Quarter Term for student teachers practicing in Williamson County.

Objective #10. **Provide a special class of maladjusted children at Southern Illinois University for teacher training and research that can directly affect the establishment of desirable practices in working with handicapped children.**

Unit IV has enrolled three youngsters in the class at S.I.U. These are transported by a Unit IV vehicle.

In addition to this, three student teachers in the Special Education Program for preparing teachers to teach in the area of the emotionally youngsters will be doing their student teaching in Project Adjustment Classrooms under the supervision of Project teachers Spring Quarter, 1969. Two student teachers will be practicing under the supervision of Project Adjustment speech-therapists Spring Quarter, 1969. We have also been asked to accept two practicum students from the Rehabilitation Counseling Program, Spring Quarter, 1969.

Each Fall Semester, the University of Missouri places one or two field workers in Project Adjustment. This year Dale Kunkel spent the months of September through January with us. Dewitt Hoard was with us approximately six weeks.

Primarily, the only research which has been conducted during the 1968-69 school year has been that done for evaluation. During the 1967-68 school year Dr. Anne Goff completed her dissertation with data collected in the Project Clinic and the Williamson County Public Schools. A copy of the summarization presented to the Journal of Clinical Psychology follows:

"This study investigated the stability of performance on the Bender Gestalt Test utilizing the Koppitz scoring system. To test reliability, the BG was administered to a normal group of 150 children ranging in grade placement kindergarten through fourth. The test was readministered after two weeks to each child in attendance on the date of re-examination. All protocols were scored by the Koppitz instructions and evaluated for developmental errors, brain damage indicators, and measures of emotionality. Pearson r coefficients and Fisher's z_r transformations were compared against a postulated .65 level of stability at the .05 level of significance. Only retest reliability for developmental errors resulted in significance at all grade levels; the measures of emotionality were found to be the least stable over time."

APPENDIX

SOCIAL SERVICE

Name __________ Born __________ File __________ Date__________

Parents __________

Address __________ Phone __________

Unit __________ School __________ Teacher __________

Disposition:

Staff__________
Study__________
Treatment__________
Sp. Ed. Placement
Psychiatry__________
Referral__________
Other__________

Referral Problem:

Family/Child:

Plan:

____
Name

RECORD OF TELEPHONE CALL OR OTHER CONSULTATION

Name of Caller or Visitor:__________________________Date:_________

Re: (Name of Student)______________________________File No.______

School:___________________________Program or Grade:_______________

Reason for Call:

Program Agreed Upon:

____
Signature of Clinic Personnel

Sent to: (1)__________________(2)_________________(3)____________

For:____

PSYCHOLOGICAL EVALUATION SCHEDULE

NAME	FILE NO.	TO WHOM ASSIGNED	DATE ASSIGNED	TIME & DATE OF TESTING	TIME & DATE OF STAFFING	DATE WRITTEN REPORT MAILED